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In a curriculum project designed to establish guidelines for teacher use in planning homemaking education, the choice of resource materials was based on the philosophy of home economics education, socioeconomic trends, and the developmental tasks of adolescence. A conceptual framework was formulated which served as a basis for the scope and sequence, and outlines of both are included in the document. Concepts were selected according to relevance to various grade levels and their value as fundamentals to build upon, and focused on problems of families and individuals in the area of family relations and child development. A wide variety of ideas and suggestions to aid in developing specific plans for teaching the identified concepts are included in the document. Resource materials at each grade level are organized according to introductory statements, unit objectives, content, educational experiences, and evaluation ideas, with generalizations listed for each concept. Educational experiences are listed according to cognitive levels: knowledge, application, analysis, and evaluation. Major concepts are: (1) Nature of the family, (2) Effect of the family on the maturation of the individual, (3) Interaction of individuals with each other in a family, (4) Relevance of various activities of a family, and (5) Interaction of the family with the community. Texts and references are listed in the appendix. (FP)

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PROGRAM PLANNING
for
HOME ECONOMICS
IN SECONDARY SCHOOLS
of
MINNESOTA

*Resource Units in Family Relationships
and Child Development*

Secondary School
Grades 7 - 12

CURRICULUM BULLETIN NO. 12B

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
St. Paul

1967

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MARGIN INDEX

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Grade 8 — Living Happily with Family and Friends

Grade 9 — The Girl — Her Family, Friends, and Community

Grade 11 — Looking Forward to the Future

Grade 12 — The Family in the Modern World

Appendix

FOREWORD

As changes occur in society, teachers of all vocational subjects in the secondary schools examine their curriculums and the contribution being made to the lives of their students. Early in 1960 the state home economics staff, teacher educators and the home economics representatives on the State Advisory Council on Vocational Education gave much time and thought to a state-wide curriculum project. This project began in the fall of 1963 under the guidance of Dr. Fern Horn, Professor of Home Economics Education, University of Minnesota.

Classroom teachers, teacher educators, and supervisors have been actively involved in the development of the materials through curriculum classes, workshops, and in-service conferences. Teacher educators from many institutions in the state which prepare teachers of home economics have helped with the in-service meetings.

A good vocational home economics program does not just happen; it is the result of considered decisions on the part of many persons. We hope the curriculum materials will help teachers plan and implement a program that will meet the purposes of home economics education.

**State Director
of Vocational Education**

ACKNOWLEDGMENTS

Grateful acknowledgment is extended to the many persons who contributed to the development of these resource materials for use by teachers of home economics in the state of Minnesota.

Dr. Fern Horn, Professor of Home Economics Education, University of Minnesota, has served as director of the curriculum workshops and has coordinated the state-wide curriculum project.

Almost every home economics teacher in Minnesota, a number of teacher educators, and some extension personnel have participated in the project, but special recognition is given to the following people who prepared materials as part of their course work in HE ED 160A, Curriculum Development, at the University of Minnesota.

Jeanette Almen	Julia Jacobson	Marjorie Netwal
Mildred Anderson	Dawn Johnson	Dorothy Ockwig
Mary Apitz	Regina Johnson	Catherine Olson
Martha Bergan	Marcia Kendall	Frances Olson
Jean Blaisdell	Dianne Kieren	Genevieve Olson
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Medora Brown	Gail Kvernmo	Bula Reedy
Betty Burklund	Sister Mary Laurel	Theresa Rowan
Karen Ann Day	Marlene Lawson	Julia Rowe
Joan Dickmeyer	Ethel Magnuson	Jean Kay Schramm
Jean Engleman	Sister Johnetta Maher	Marion Sederstrom
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Mary German	Marjory Moravek	Marlys Stutleberg
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Jeanette Hauschild	Alicia Nelson	Lila Thurston
Mary Alice Hook	Florence Nelson	Phyllis Wilcox
Avelyn Hooker	Dragica Nerbun	Judith Wright

The task of coordinating and developing any additional materials for the child development aspects of the curriculum project was accomplished by the following people in a special workshop held from August 3-7, 1964, at the University of Minnesota.

Betty Burklund	Sue Crosswell	Lila Thurston
Marie Christenson	Dianne Kieren	Judith Wright

The task of coordinating and developing any additional materials for the family relations aspects of the curriculum project was accomplished by the following people in a special workshop held from July 19-23, 1965, at the University of Minnesota.

Ferial Abraham	Regina Johnson	Genevieve Olson
Mary Apitz	Dianne Kieren	Hildegard Palo
Medora Brown	Judith McCleery	Judith Ringsmuth
Mary Jo Coyle	Alicia Nelson	Theresa Rowan
Lorna Erdahl	Marjorie Netwal	Julia Rowe
Avelyn Hooker	Frances Olson	Cecelia Sudia

It is believed by those who helped develop these resource materials that curriculum development is an ever-changing process.

State Supervisor of
Home Economics Education

Donald L. Clauson, Director of Curriculum

Patricia McComb, Editor

DEVELOPMENT OF RESOURCE MATERIALS

Curriculum development is a continuous process which requires the synthesis of the bases utilized in the identification and organization of materials for teaching. The bases used in the development of the resource materials for this project are the philosophy of home economics education, socio-economic trends, and the developmental tasks of adolescence. These trends are discussed in the bulletin, Program Planning for Home Economics in Secondary Schools of Minnesota. >

With this background, the participants studied further the development of concepts, stating of objectives, and the development and organization of educational experiences. The generalizations¹ developed by the various workshops sponsored by the Home Economics Branch of the United States Office of Education were utilized while the taxonomies² served as a basis for the stating of objectives, selecting of content, and organizing of experiences.

In the study of the field of home economics the importance of structure as discussed by Bruner³ was reviewed. The following conceptual framework was then compiled from a number which were developed by various students who had used the outline developed by the national workshop participants as their basis. This framework was subsequently utilized by the state workshop participants as a basis for the scope and sequence. It was the concern of the workshop personnel to select the concepts most relevant for the various grade levels at which home economics is taught and to build upon these as a student would progress through the curriculum. After much deliberation it was decided to incorporate management, equipment, art, and relationship concepts wherever needed instead of developing separate units for each.

USE OF RESOURCE MATERIALS

It was the intent of the director of the curriculum project to make available for classroom teachers a wide variety of ideas and suggestions to aid them in developing specific plans for teaching. Included, also, are a number of suggestions for home experiences and FHA activities.

The occupational aspect of the home economics program was not considered in the development of these materials. The problems of families and individuals in the area of family relations and child development was the basis for the selection of the concepts to be incorporated. >

These materials are to serve as a guide. It is not necessary to use all of the suggestions under each objective as it was the concern of those developing the materials to suggest ideas for a variety of learning situations. Teachers are expected to adapt the ideas and use them as a foundation on which to develop a program with depth and quality. Nor is it assumed that all students will cover the suggested objectives given for each grade level. Teachers will need to adjust the suggestions to fit the learners in their classrooms. It is hoped, therefore, that each teacher will plan her program to fit her situation and provide experiences that are challenging to her students and in harmony with the philosophy of home economics.

CONCEPTUAL FRAMEWORK FOR FAMILY RELATIONS AND CHILD DEVELOPMENT

I. Nature of the Family

- A. Relationship of the family to all societies
- B. Importance of interpersonal relationships in a family
- C. Importance of the family in producing and caring for children
- D. Relationship of economic independence and the family

¹Curriculum Conference Report. Washington, D. C.: Home Economics Branch, U. S. Dept. of Health, Education, and Welfare.

²Bloom, Benjamin S. and D. R. Krathwohl. *Taxonomy of Educational Objectives*. Bk. 1, *Cognitive Domain*. McKay, 1956. Bk. 2, *Affective Domain*. McKay, 1964.

³Bruner, Jerome S. *The Process of Education*. Cambridge, Mass.: Harvard University Press, 1960.

- E. Effect of various combinations of individuals on family life**
 - 1. Influence of grandparents
 - 2. Problems of a one-parent family
 - 3. Effect of children
 - 4. Effect of the extended family
 - 5. Influence of previous marriages
- F. Relationship of family cycle of development to the individual and the family**
 - 1. Problems inherent in the pre-marital phase
 - a. Importance of the dating period
 - b. Influence of mate selection
 - c. Relationship of engagement to marriage
 - 2. Problems facing the individual during the establishment phase
 - a. Adjusting to spouse
 - b. Choosing a place to live
 - c. Managing a home
 - 3. Problems facing the individual while the family expands
 - a. Influence of pregnancies and birth of children
 - b. Effect of need for space
 - 4. Effect of the contracting family on family life
 - a. Effect of change in financial demands
 - b. Influence of change in roles

II. Effect of the Family on the Maturation of the Individual

- A. Effect of parents' precepts and example on the personality of the child**
- B. Importance of the family in helping the child learn adult roles**
 - 1. Importance of play in development of the child
 - 2. Effect of socialization practices
- C. Influence of the family on acceptance and development of self**
- D. Effect of family life on the development of adult responsibilities**

III. Interaction of Individuals with Each Other in a Family

- A. Effect of husband-wife relationship on family life**
- B. Effect of parent-child relationship on family life**
- C. Effect of sibling relationships on family life**
- D. Influence of other relatives in the home**
- E. Influence of non-relatives and employees in the home**

IV. Relevance of Various Activities of a Family

- A. Effect of various decision-making approaches on family life**
- B. Importance of the family's attitude toward leisure**
- C. Effect of consumer decisions on family life**
- D. Influence of cultural, moral, and spiritual values and attitudes**
- E. Relationship of home production to the family**

- F. Effect of maintaining their living unit
- G. Influence of clothing care on the family
- H. Effect of rest and nourishment on family life
- I. Importance of education within the family
- J. Influence of the way a family earns its living on members of the family

V. Interaction of the Family with the Community

- A. Importance of the community's influence on the family
 - 1. Effect of mass media
 - 2. Correlation of economic conditions and opportunities with family life
 - 3. Influence of peer group and/or social group at different ages
 - 4. Importance of the community's moral code
 - 5. Influence of law enforcement agencies and legislation on the family
 - 6. Effect of groups such as churches, PTA, for example, on family life
 - 7. Relationship of opportunities the community provides for education, shopping, leisure, and services
 - 8. Importance of various agencies in helping the family
- B. Importance of the family's influence on the community
 - 1. Importance of the way family members earn a living
 - 2. Influence of the family's participation in organizations
 - 3. Effect of the family's participation in politics
 - 4. Importance of family attitudes toward others
 - 5. Correlation of family stability to the stability of the community

SCOPE AND SEQUENCE FOR FAMILY RELATIONS AND CHILD DEVELOPMENT

UNDERSTANDING OURSELVES AND OTHERS — Grade 7 (6 weeks)

- | | |
|--|--|
| <ul style="list-style-type: none"> I. Effect of personal development <ul style="list-style-type: none"> A. Relationship of physical, emotional, and social development B. Influence of environment C. Influence of health habits on personal appearance II. Relationship to family and peer group <ul style="list-style-type: none"> A. Understanding and accepting differences among people B. Effect of personal values on positive relationships C. Responsibilities in the home D. Responsibilities in the school E. Responsibilities in the community | <ul style="list-style-type: none"> III. Relationship to siblings and other young children <ul style="list-style-type: none"> A. Growth and development of the child <ul style="list-style-type: none"> 1. Effect of growth and development on behavior 2. Influence of the purpose of the choice of play activities and materials B. Routine care of children <ul style="list-style-type: none"> 1. Development of sound sleeping habits 2. Development of sound eating habits 3. Learning to dress self 4. Prevention of children's accidents |
|--|--|

LIVING HAPPILY WITH FAMILY AND FRIENDS — Grade 8

- I. The individual's development within the family**
 - A. Development of personality**
 - 1. Importance of emotional behavior
 - 2. Effect of social behavior
 - 3. Development of ethical values
 - B. Influence of growth patterns to responsibility**
 - C. Relationship of family tradition and beliefs to values and goals**

- D. Management of self**
 - 1. Principles of money management
 - 2. Management of time and energy

II. Relationship to peer group

- A. Influence of peers**
- B. Importance of boy-girl friendships**

THE GIRL—HER FAMILY, FRIENDS, AND COMMUNITY — Grade 9 (9 weeks)

- I. Family contribution to development as an individual**
 - A. Mutual acceptance and support in the family**
 - 1. Responsibilities and privileges of family membership
 - 2. Importance of mutual needs and expectations
 - 3. Effect of communication with parents
 - 4. Influence of adolescent loyalty to parents
 - B. Relationships with community**
 - 1. Influence of societal changes
 - 2. Sensitivity to others
 - 3. Responsibilities as a citizen

II. Importance of the identity of self

- A. Growing toward self-control**
- B. Development of behavioral patterns**
 - 1. Influence of values
 - 2. Development of value systems
 - 3. Development of social behavior
 - 4. Influence of mass media in the use of leisure
- C. Influence of communication with peers**
 - 1. Functions of dating
 - 2. Influence of dating practices

III. Relationship of adolescent behavior to the development of children

- A. Developmental needs of a growing child**
 - 1. Influence of patterns of growth
 - 2. Importance of meeting the child's physical needs

- a. Food for a balanced diet
 - b. Sleep and rest needed by children
 - c. Clothing for children
- B. Effect of the social world upon the pre-school child**
 - 1. Influence of social experiences upon development
 - 2. Development of a sense of right and wrong
 - a. Factors involved in habit formation
 - b. Need for respect, understanding, and acceptance
 - 3. Relationship of sex differences to role behavior
 - a. Differences in interests of boys and girls
 - b. Differences in behavior patterns
 - 4. Importance of developing independence
 - 5. Need for relationships with others
- C. Relationship of play to the growth and development of children**
 - 1. Play as a tool for growth
 - 2. Development of creative expression through play
- D. Relationship of personality development to emotional and intellectual growth**
 - 1. Relationship of personality development to maturity
 - a. Formation of a personality
 - b. Identification with adults as models
 - c. Influence of mass media on children
 - 2. Emotional development of the child
 - 3. Language development of the child

Grade 10

It is suggested for those having a tenth grade class that the section on "Identify with Self" from the ninth grade and the part on management from the eleventh grade be utilized in planning.

LOOKING FORWARD TO THE FUTURE — Grade 11 (3-4 weeks)

- I. Relationship of the individual to parents and siblings**
 - A. Change from dependence to independence**
 - B. Development of a sense of responsibility to the family**
- II. Development of a philosophy by which to live**
 - A. Influence of personal values**

B. Influence of emotional development

III. Preparation for adult responsibilities

- A. Development of the decision-making process**
- B. Differing roles of woman**
- C. Contributions to management of the home**

THE FAMILY IN THE MODERN WORLD — Grade 12
(one year)

- I. The family in world perspective**
 - A. Cultural differences in relation to family behaviors and functions**
 - B. Social forces affecting families in American sub-cultures**
 - 1. Functions of the family
 - 2. Influence of different types of families
 - 3. Effect of social and economic change
 - 4. Relationship of the stages of the family life cycle
 - C. Interaction between family and community**
 - 1. Influence of community responsibilities
 - 2. Effect of social forces upon the family and community
 - D. Problems of social behavior**
 - II. Values as a basis for interpersonal relationships**
 - A. Role of values in interpersonal relationships**
 - 1. Difference between values and facts
 - 2. Influence of values held
 - B. Influence of the sources of personal values**
 - 1. Sources of values
 - 2. Development of values
 - C. Influence of conflicting values on interpersonal relationships**
 - III. Preparation for marriage**
 - A. Importance of personal readiness**
 - B. Effect of mate selection**
 - C. Role of the engagement period**
 - D. Relationship of the various aspects of marriage**
 - IV. Establishment phase of marriage**
 - A. Effect of adjustments to new situations and changing roles**
 - 1. Importance of adjustment to responsibilities
 - 2. Relationship of intellectual and emotional communications
 - 3. Effect of relationships with relatives
 - 4. Influence of changed status in the community
 - 5. Development of a philosophy of life as a couple
 - 6. Use of rational means as a solution to problems
 - B. Problems of family disorientation**
 - C. Management of the family income**
 - 1. Influence of family values and goals upon spending
 - 2. Effects of consumer practices
 - a. Sources of information
 - b. Influence of buying ability
 - 1) Distribution of income for food
 - 2) Distribution of income for clothing
 - 3) Influence of the housing dollar
 - 4) Importance of use of income for security
 - 5) Influence of car expenses
 - 6) Use of income for recreation and education
 - c. Importance of consumer responsibilities
 - 3. Influence of a plan for spending family resources
- V. Responsibilities of parenthood**
 - A. Influence of education in human development**
 - 1. Process of conception
 - a. Terms of human reproduction
 - b. Effects of husband-wife relationships
 - 2. Characteristics of pregnancy
 - 3. Importance of pre-natal care of the mother
 - a. Diets for nutritional well-being
 - b. Body changes in relation to the development of the fetus
 - 4. Processes of labor and birth
 - B. Developmental characteristics of the infancy period**
 - 1. Development of self
 - a. Effect of the emotional climate in the home
 - b. Expression of emotions
 - c. Need for security
 - 2. Importance of the physical care of the infant
 - a. Contribution of sleep
 - b. Fuel for growth
 - c. Clothing needs of infants and small children
 - C. Needs of the individual during early childhood**
 - 1. Uniqueness of the individual
 - a. Personality development of the child
 - b. Socialization processes of the child
 - c. Intellectual development in the growing world
 - 2. Food for children
 - 3. Clothing for children
 - 4. Importance of play and play materials for children
 - D. Growth patterns of the school age child**
 - E. Importance of various agencies in helping the family**
- VI. Contracting families**
 - A. Families as launching centers**
 - B. Importance of adjustments during middle years**
 - C. Problems of the aging family**

UNDERSTANDING OURSELVES AND OTHERS

Introductory Statement

The twelve-year-old is beginning to develop a concept of how others see her and an interest in personal appearance. Therefore, a section on personal development, including grooming, was placed in this unit. The section on family and group relationships meets the needs of the gregarious seventh grader who is experiencing strong group motivation and uneven social behavior. Since they also need help in developing orderly habits and are gaining maturity in family relations, the section on responsibilities seemed appropriate.

The seventh and eighth grade girl gets along well with very young siblings and may be caring for them. Therefore, this part of the resource unit is planned as a beginning in understanding child care for seventh and eighth grade homemaking classes. It covers some basic knowledge of a child's growth and development, what he learns from play, and the routine care of children. Greater depth for some items in this section will appear at later grade levels. The concept of "learning to dress oneself" is related to concepts appearing in the clothing units.

Unit Objectives

- I. Appraisal of the effect of personal development upon the growth of self-confidence.
 - A. Analysis of the elements that affect one's personal development.
 - B. Analysis of personal characteristics that result from environmental conditions.
 - C. Appraisal of the influence of health habits upon personal appearance.
- II. Appraisal of the relationship of one's family and peer group to one's development.
 - A. Relating differences among people to own experiences. Acceptance of differences among people.
 - B. Analysis of the effect of personal values on positive relations with others.
 - C. Evaluation of the contributions of a seventh grader toward responsible family living.
 - D. Evaluation of the progress toward becoming a more responsible citizen.
 - E. Discovery of the role which a teen-ager can take in a community.
- III. Appraisal of one's relationships to siblings and other young children.
 - A. Evaluation of play experiences in relation to the growth and development of the child.
 - B. Analysis of responsibilities in caring for young children.

Unit Suggestions

- I. Major Concept: Effect of personal development.

Broad Objective I: Appraisal of the effect of personal development upon the growth of self-confidence.

Broad Generalization: In our society one of the primary functions of families is the production of healthy personalities.

Concept A: Relationship of physical, emotional, and social development.

Objective A: Analysis of the elements which have an effect on one's personal development.

Generalization: The pattern of growth of each individual has an effect upon one's personal development.

CONTENT

Personal development includes one's physical, mental, social, and emotional sides; one's self concept, social

EDUCATIONAL EXPERIENCES

Knowledge

Define terms connected with personal development.

IDEAS FOR EVALUATION

Questions on terms.

CONTENT

stimulus value, and ability to meet demands of life.

Growth in early adolescence is a rapid process. Bodily changes are normal and natural at this age. The more one understands oneself, the more one is able to understand others.

Understanding of "self" contributes to the development of self-confidence. Growth patterns of individuals vary.

The understanding of one's growth pattern will determine the individual's ability to meet the demands of life.

EDUCATIONAL EXPERIENCES

Define and give examples of the following: growth, self-confidence, adolescence.

Observe differences in size among classmates. Relate to age of student, size of parents.

Explore resource materials to discover that: (1) differences at this age are normal, and (2) some predictions for future height can be made.

List various physical, mental, social, and emotional characteristics which people may possess.

Comprehension

Discuss growth patterns.

Discuss adolescent adjustments.

Discuss "self" (Who am I?).

Discuss what it means to have confidence in oneself.

Application

Relate knowledge of typical growth patterns to own development.

Start a self-improvement record by recording personal data — height, weight, posture.

Set goals for self-improvement.

Analysis

Analyze character traits and their effect upon relationships with others.

Discuss the importance of good traits.

Observe classmates in school situations—analyze the impressions they make as a reflection of their personal development.

Analyze some of one's own traits and how they might affect others.

IDEAS FOR EVALUATION

Verbal quiz on terms.

Write theme on "Who am I?"

Concept B: Influence of environment.

Objective B: Analysis of characteristics in one's personal development which are a result of environment.

Generalization: Variations in one's environment will produce differences in personal development.

CONTENT

One's environment is composed of one's family, friends, school, church, and community.

EDUCATIONAL EXPERIENCES

Knowledge and Awareness

Read assignment on environment and its part in personality development.

List those characteristics which may be a result of one's environment.

List some environmental factors which may influence the development of one's personality, for example, crowding in cities, isolation in urban areas.

Comprehension

Give examples of types of activities in each of the environmental aspects.

IDEAS FOR EVALUATION

Quiz on environmental traits.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Discuss which environmental characteristics can be modified.

Participation in discussion.

Suggest ways to modify and integrate the elements within one's environment.

Application

The environment in which one has been reared affects one's personal development.

Make a list of environmental aspects that would fulfill specific needs of the development of an individual. Give particular attention to social aspects.

Score lists.

Buzz groups on how a specific locality may be responsible for producing differences in personal development.

Reports to class.

Analysis

Personal development may be enhanced through the richness of opportunities which environment affords.

Analyze own environment and how the richness of experiences has influenced personal development.

Written paper to be graded.

Have a foreign student speak to class. Have students write a paper indicating what patterns of development may be different from theirs and what environmental factors may have had an influence.

Written paper to be graded.

Concept C: Influence of health habits upon personal appearance.

Objective C: Appraisal of the influence of health habits upon personal appearance.

Generalization: The health habits one practices will have an effect on the personal appearance of each individual.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

A healthy, clean body is a basic requirement for a useful life.

Competence, efficiency, and social relations are likely to be impaired by poor health.

Body changes are normal and natural.

Knowledge

Read resource materials to be able to define terms which are related to good health such as health, posture, muscle tone, glow of skin, gloss of hair, and condition of nails.

Questions on terms.

Study charts to determine best weight for height.

Have group or individual reports on various aspects of health.

Discuss habits of eating that are necessary to insure a clear skin.

Demonstration of the proper method of brushing the hair.

Beautician to speak on the care and styling of hair.

Quiz on film.

Film on "Story of Menstruation," Minnesota Dept. of Health.

Ask nurse to speak to class on menstruation.

Collect pictures for bulletin board of different phases or areas of good health.

Comprehension

Describe the appearance of a well-groomed person.

Describe what makes a person attractive.

Discuss ways of overcoming the habit of nail biting.

Have a student demonstrate on the proper position for reading and writing.

Observation by the teacher.

CONTENT

An individual learns good health and grooming habits through experience and instruction.

Looking one's best gives a feeling of confidence.

Glow of good health and grooming habits tends to contribute to the beauty of an individual.

EDUCATIONAL EXPERIENCES

Discussion of film. List special problems occurring during menstruation. Discuss personal cleanliness, bathing, use of deodorants, shampoos.

Discuss the effect of food and sleep on complexion and feeling physically fit.

Application

Plan to improve three of your habits in order to make a better personal appearance. List the things you will do. Have the students practice walking, walking up and down stairs, sitting on a chair and sofa, and getting in and out of a car gracefully.

Develop plan for caring for "personal problems" during school day.

Set up personal grooming schedule.

Sponsor "Glamour Week" at school.

Analysis

Analyze how poor posture can affect the garment you are wearing.

Analyze posture in front of full length mirror.

In a buzz group, discuss the relationship of good health habits to an attractive person.

Report to class on the relationship between general health and condition of hair.

Have the students analyze their face and determine the best hair style.

Analyze the reasons for special personal cleanliness during the menstrual period.

Synthesis

Make a criteria by which a student can judge the progress made in developing a new grooming or health habit.

Develop a set of criteria for judging whether or not a person is well groomed.

Evaluation

Check the hours you sleep for one week. Evaluate the results.

Evaluate students' grooming habits and how they have improved.

IDEAS FOR EVALUATION

Questions in "question box."

Check a chart of daily schedule that insured good care of the face, teeth, hands, and hair.

Write a paper on the value received from the discussion of the objective.

Criteria.

II. Major Concept: Relationship to family and peer group.

Broad Objective II: Analysis of the relationship of one's family and peer group to one's development.

Broad Generalization: Actions and appearance will affect self-evaluation and relationship with others.

Concept A: Differences among people.

Objective A: Relating differences among people to own experiences. Acceptance of differences among people.

Generalization: Differences among people affect relationships.

CONTENT

Many different types of people make up a society: par-

EDUCATIONAL EXPERIENCES

Knowledge

Study books and magazines relating to unit to continue developing family relationships definitions.

IDEAS FOR EVALUATION

CONTENT

ents, other adults, siblings, peer groups, friends.

Present-day pressures strengthen or weaken American family life.

Television, books and magazines do not always present accurate pictures of American family life.

EDUCATIONAL EXPERIENCES

Decide what people make up the adolescent's environment.

Discuss family living vocabulary relating to week's work.

Pupils indicate definitions which they have developed for words as an outgrowth of learning experiences.

Receiving

Read and discuss stories from selected areas:

1. New girl moving into community
 - a. girl's feelings and problems
 - b. peer group feelings and problems
 - c. indicate possible actions and solutions for both
2. Feelings of older people
 - a. living alone
 - b. living with a family
 - c. living in a commercial home
3. Families of "different" race, nationality, or religion living or moving in community
 - a. feelings and reactions of the community
 - b. feelings and reactions of couple
 - c. effect of each on children
4. Attitudes of parents or children to certain actions of either.
5. Adolescent attempts to broaden friendships — incorporate friends of different interests, backgrounds, values.
 - a. compare experiences of adolescent
 - b. compare value conflicts experienced

Comprehension

Read and discuss references which indicate different roles of individuals in several societies.

Select one and report to class the significant ideas discovered.

View a TV program which depicts family living situations. How is this family typical of American families today? How not typical?

Read in a book or magazine an article or story about family life today.

How is this family typical? How not typical?

Discuss what qualities are desired in a good friend.

1. Wholesome interdependence
2. Common interests
3. Democratic attitude
4. Good influence on each other

Discuss why friends are important.

View film, "Our Changing Family Life." This film

IDEAS FOR EVALUATION

Evidences of ability to interpret ideas and information in meaningful ways.

Evidences of ability to recognize significant ideas.

Evidences of ability to interpret and apply information to the specific topic or question.

CONTENT

EDUCATIONAL EXPERIENCES

contrasts family life in 1880 with that of today.
McGraw-Hill.

Discuss significant ideas gleaned from the film using guide questions.

Discuss and determine number of friends needed to develop different interests to the fullest extent.

Discuss differences in:

1. Parents
2. Siblings
3. Peer groups
4. Friends
5. Other adults

Responding

Write a paper on "What to look for in choosing friends."

Bring in or draw cartoons depicting various attitudes towards friends; for example, an agreeable friend, a considerate friend, or a selfish friend.

Have a "Friendly Week" in school.

Make posters.

Make a special effort to fulfill the purpose for the week.

Discussion: The importance of giving and receiving gifts.

Do a small service project for a hospital.

Write a special letter to a friend or relative.

Application—Valuing

Make one new friend during the week.

Plan, prepare, and put up a section of a bulletin board under the heading: **THERE'S NO PLACE LIKE HOME:** Home is the place where —

Work in groups of three or four pupils.

Base message on past and present readings, class discussions, and other learning experiences of unit.

Discuss each bulletin board message, one member of each group leading the discussion.

Self-evaluation using "Check Yourself as a Family Member."

Find cartoons, pictures, or short stories illustrating the following:

1. Places to make friends
2. Choosing friends
3. How to be a good friend
4. Problems concerned with making friends

Indicate ways in which you think growth affects the disposition of your friends, older brothers and sisters.

Role-play—various feelings affect actions of yourself, friends, teachers, parents.

IDEAS FOR EVALUATION

Evidences of ability to use the guide questions to assist in recognizing significant ideas and to verbalize these ideas.

Relationships with others affect social enjoyment and self-regard; view ourselves as others react to us.

Evidences of ability to work cooperatively and productively in a group.

Evidences of ability to relate class work to the solution of a problem.

Evidence of individual's contribution to group's work.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Predict effect or feelings of a girl or boy who does not develop at the same rate as peer group.

Indicate the group's response to the individual. Try to determine the reasons why people treat those who are "different" in this manner.

Make a list of ways different types of individuals react to a new person in the community. Example: teachers, older students, younger peer group. Are the reactions different? Guess why.

Predict the effect on a girl who is rejected by her peer group.

Predict the effect on a girl who is "different" from her group.

Predict the effect on a girl who has been disabled in some way. How are her feelings affected? How are classmates affected?

Predict the effect on a parent who is rejected by her children because she is "different." Example: does not speak English well, does not dress properly.

Suggest solutions.

Write a paper or read a story and write a report on the feelings of a "rejected" member of a society. Indicate what the individual might do in this situation. Indicate what the society might do.

Students write and present a skit showing reaction of a group to a member whose appearance or reactions do not coincide with their set belief of "goodness" or "rightness." May use a story as a base or example.

Concept B: Effect of personal values on positive relationships with friends and peer groups.

Objective B: Analysis of the effect of personal values on positive relations with others.

Generalization: Values will affect action and appearance with some influence on social relations.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

All members of an adolescent peer group have similar growth processes.

Each member of the adolescent peer group has a different environment.

All rational actions are caused.

Values determine actions.

Knowledge

Define terms: values, friends, acquaintances, actions, cliques, gangs, the crowd.

Review: Growth processes, environment.

Comprehension

Discuss values.

Write a paper on "What is important to me."

Give an example of an action which might stem from a value.

List values an individual might hold.

Discuss "Society imposes values on the young."

Buzz sessions and reports on meanings of:

1. Understanding starts at home.
2. Every family has problems.
3. Brothers and sisters are valuable guinea pigs as well as members of one's family.

Evidences of ability to analyze the group project and to verbalize the message depicted.

Evidences of ability to see

EDUCATIONAL EXPERIENCES

4. We are all social beings and therefore we have to live with and get along with people all our lives.
5. Our privileges should be accompanied by responsibilities.
6. Good manners are as important at home as they are elsewhere.
7. If we want to be civilized human beings, not hermits who live in caves, we have to learn to be considerate of others.

Have a class question box in which girls may place unsigned written problems of family life, that may be used for class discussion.

Use role-playing showing family problems. Use this situation: Sue's mother and father have planned a family outing in the mountains. It will take all of Saturday afternoon. Sue would rather go to a movie with her best friend, Judy. Her mother is disappointed. Let the students take the situation from here.

Make a list of ways a girl of junior high age can show her parents that she is growing up.

Film: "Developing Friendships," University of Minnesota or Coronet. Discussion of film.

Discuss: "First Impressions — How Important Are They?"

Choose a friendly, likeable person. List the characteristics of that person.

Compile a complete list of personality traits to look for in selecting friends.

Have each student pick three characteristics that she would like to develop further and work specially on those.

Question box: Each student should write down a problem situation. Some could be answered by role-playing and others by discussion.

Role-playing: "How to start a conversation."

List topics of conversation.

Everyone write down one time during the year when special days are celebrated with friends.

Discussion: "Talking with older people."

Role-playing: "Making Introductions."

Discuss: "The only way to have a friend is to be one." Ralph Waldo Emerson.

Panel Discussion: "How to be a better friend."

Discuss how to make friends:

1. Associations
2. Friendly attitude
3. Forgetfulness of self
4. Attitudes of giving and sharing
5. Service
6. Letters

IDEAS FOR EVALUATION

meanings in written communication and to verbalize the meaning.

Class discussion. Have students take a family problem and decide the best method of solving the problem — summarize in writing.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Members of a peer group are affected by similar growth processes.

Members of a group are affected by their environment.

Values are built from contact with our environment.

Certain actions may have different effects on people.

Values will influence actions of individuals.

7. Conversation
8. Sympathy in time of trouble
9. Celebrate certain days

Application

Write a short example of one of the following ways of becoming a better friend:

1. Respect rights of others
2. Alternate leadership
3. Self-control
4. Cooperation
5. Honesty
6. Dependability
7. Tolerance

Dramatize how a baby would act when he was angry in comparison to a mature teen-ager.

Make a list of ways you have changed since you were a ten-year-old.

Role-play ways or methods one may use in order to get rid of frustrated feelings in an accepted manner.

List reasons why children of different families look differently and act differently.

Role-play or demonstrate facial expressions for various emotions such as anger, surprise, joy, suspicion, and love.

Predict actions which may result from the holding of certain values.

Predict effect of holding values different from adult society.

Analysis

Listen to and react to pupil comment on buzz session reports completed previously.

Discuss the significance of ideas expressed by classmates and their meanings to family members.

Discuss the values to be gained as a result of being able to read, view, and listen critically and thoughtfully.

Analyze situations to determine what values have influenced actions of an individual.

Relate an unpleasant incident with another person — try to determine what values affected actions of each individual.

Read short story and try to analyze values of each character in story.

Analyze situations to determine effect of values on social relationships.

Write an essay on the Golden Rule and how it applies to getting along with others.

Write behavior situations and then have the students apply the behavior characteristic to the situation.

Evidence of ability to relate ideas to what they might mean to family members.

Concept C: Responsibilities in the home.

Objective C: Evaluation of the contributions a seventh grader can make to responsible family living.

Generalization: Management of a home requires the ability to gain the willing cooperation of others.

CONTENT

Home management is bringing into harmony all the many and varied activities that are part of living in a family.

Each member of the family should share in the family privileges and responsibilities according to his age and ability.

Having a sense of responsibility may be one way of showing increasing maturity.

EDUCATIONAL EXPERIENCES

Knowledge

Define and give example of the following terms: home, management, responsibility.

Have class members list duties which must be done daily in the home and who does them.

Talk with parents and grandparents about tools and procedures they use for keeping the home neat and clean.

Comprehension

Discuss in buzz groups how family cooperation or the lack of it may affect family harmony.

Discuss how being a family member involves both rights and responsibilities.

Have panel discussion on how sharing responsibilities aids family relations and develops characteristics of a citizen.

Application

Role-play situations that illustrate differences in duties for age and ability.

Mock family council on topic of distributing duties.

Analysis

Have situations set up so students may discuss whether responsibility is being shown in home duties, money management, or other family situations.

Discuss "Confused Cathy," a girl who is confused in different areas of life. She is always late, hurries and never seems to have time for doing things. She can't find her belongings when she needs them. She can't make up her mind about how to spend her afternoon or how to spend her money. When she makes choices, she often wishes that she had done differently. She thinks other people get all the breaks and feels sorry for herself. She puts off doing her class assignments and her home duties until there is not time for accomplishing them. She is always wishing she was different but never makes the effort to be different.

Analyze why Cathy is confused, bringing out that she has not stopped to decide what she really wants and how to act in order to get what she wants and needs, such as:

To set goals or clarify what she wants.

To learn to make decisions.

To organize her belongings and her actions.

To make specific plans to achieve what she wants.

To see how her attitude affects her accomplishments

IDEAS FOR EVALUATION

Have students write a short essay on the topic, "My rights and responsibilities as a family member."

Class discussion.

Class discussion of attitude shown in class.

Class discussion of topics.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Interview some parents for ways they convinced their parents they were mature and able to assume greater responsibilities.

Compare with methods young people use today.

Synthesis

Set up some goals for becoming a more responsible family member.

Evaluation

Write an essay on the topic, "My responsibilities in the home and how I fulfill them."

Evaluate methods used today.

Class discuss roles.

Essay.

Concept D: Responsibilities in the school.

Objective D: Evaluation of progress toward becoming a more responsible student.

Generalization: Showing responsibility in school, toward fellow students, teachers, and self is an indication of growing maturity.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Responsibility in school is indicated by school courtesy, good study habits, and participation in activities suited to personal abilities.

Knowledge

Discuss what is meant by a "responsible student."

Have each pupil list privileges enjoyed at school.

Have each pupil list his responsibilities at school.

Interview parents about their privileges and responsibilities at job.

Have oral reports on aims, activities, and qualifications for membership in school clubs.

Film: "The Toddler's Hours of Hazard," Aetna Life and Casualty, Information and Education Dept. Hartford, Conn.

Comprehension

Panel discussion on the way that a seventh grader can participate wisely in school activities.

Application

Panel: Give class situations, for example, cheating, new students, emergencies, in which a responsible student may practice leadership skills.

Develop a check sheet which includes categories which represent responsibility in school.

Develop rotation plan for classroom responsibilities.

Analysis

Read stories in CO-ED magazines and write about how the key characters are or are not illustrating a sense of responsibility.

Synthesis

Write a paragraph on the key school responsibilities which will be the type that will be important in later life.

Evaluate pupil participation in school clubs in the light of benefits received and home and school responsibilities.

A responsible student can adapt himself to changing situations and communicate his ideas to others.

Developing a sense of responsibility in school may lead to success in later life.

Written assignment discussed in class.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Evaluation

Evaluate your progress as a responsible student using check sheet developed in class.

Concept E: Responsibility in the community.

Objective E: Discovery of the role which a teen-ager can take in the community.

Generalization: Each family is part of a political, regional, and neighborhood community.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

A community is a group of people who have something in common with each other.

Define the terms: "political community," regional community, and neighborhood community.

Pretest.

Record facts about specific communities of which students are members.

Comprehension

Discuss how the community needs family and individual participation in order to survive.

Discuss the role a teen-ager can take in the community.

Good citizenship improves with use.

Discuss the differences between constructive and destructive participation in community responsibility.

Application

The family and individual family members can make contributions to each community and are in turn affected by each of them.

Have buzz groups discuss what local community groups, such as the Girl Scouts, can do as community service.

Class discussion of suggestions.

Have class members set up a check list of their goals for improving community responsibility.

Ask community stores, hospitals, and clubs, for example, to list various jobs that a teen-ager could do voluntarily.

Set up "Want Ad" bulletin board for individual and group projects that could be done.

Write an article for school and/or local newspaper on constructive ways young people use their time on community activities.

Make a survey of community activities in which pupils participate.

Tabulate and consider possible values of each activity.

Analysis

Practicing responsibility in the community may be the beginning of developing good citizenship.

Analyze the differences between a good citizen and a poor one.

Ask parents to fill out a check list for themselves on their community responsibility.

Give class situations which indicate or do not indicate good citizenship. Have class members check themselves on their achievements by the previously formulated check list.

Class discussion to point out indications of citizenship.

III. Major Concept: Relationship of self to siblings and other young children.

Broad Objective III: Appraisal of one's relationships to siblings and other young children.

Broad Generalization: Warm, accepting relationships with siblings and other young children, empathy, and freedom to explore feelings will contribute to the individual's ability to grow and change.

Concept A: Growth and development of the child.

Objective A: Evaluation of experiences in relation to the growth and development of the child.

Generalization: When experiences are adapted to the child's abilities and maturity, the experience will be more successful.

Concept 1: Effect of growth and development on behavior.

Objective 1: Comprehension of the growth and developmental patterns of children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Certain types of behavior are common at certain ages.	Knowledge Explore resources to find the common characteristics of children at different ages. Read resources to answer the following: 1. What are the levels of social development at these ages? 2. At what age can children be expected to start playing together? Observe bulletin board depicting activities for age group.	Matching test on ages and characteristics.
	View films: "The Terrible Twos and the Trusting Threes" and "The Frustrating Fours and Fascinating Fives," Minnesota Dept. of Health or University of Minnesota. Note the behavior of the children.	
Development is continuous with each stage carrying over and influencing the next.	Comprehension Interpret the characteristics listed about the children as problems that might be encountered at the different age levels. Determine the accuracy of the types of activities illustrated on the bulletin board.	Recognize common characteristics of age groups. Ability to predict behavior patterns. Evaluate judgment of bulletin board.
	Determine this for each age group. Class discussion comparing differences in child behavior in the four ages and child care procedures as shown in the films, "The Terrible Twos and the Trusting Threes" and "The Frustrating Fours and Fascinating Fives." Identify and discuss characteristics that are often called typical of a specific age group.	
The growth patterns of children for a given age vary due to a number of influencing factors.		Evaluate discussion on the films.

Concept 2: Influence of the purpose on the choice of play activities and materials.

Objective 2: Appraisal of children's play and play materials.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The creative process is a source of enjoyment to the individual.	Receiving — Attending Listening to music, express your interpretation through an art medium. Listen to music, then express your interpretation of composition through an art medium. Watch a group of children put on a play. Attend an event where young children are engaged in an art	Observation by teacher.

CONTENT

A child engages in many different types of play.

Different individuals have different capacities for creativity.

EDUCATIONAL EXPERIENCES

experience, watching a play, painting, singing, for example. Record behavior in diary.

Experiment with art media children might use, for example, finger paints, crayons, easel painting, clay, paper tearing or cutting or such.

Knowledge

Explore resource materials, books, magazines, pamphlets, to find different types and characteristics of play for children.

Bring play materials from home to show classmates, for example, toys, games, books, art materials, records, music.

Explore resource material to find how these play materials influence growth.

Explore resource material to define the aspects of growth—physical, mental, social, emotional.

Explore resource material to find safety precautions important to observe with children's play.

Have a nurse or aide tell about play suitable for a sick child.

Have a panel of mothers or nursery school teachers discuss toys and games for the preschooler.

Visit a mother and children at home to observe play activities.

Visit a toy shop to see types of toys and games available.

Observe children at play in parks or yards.

Visit a nursery school or kindergarten to learn what toys and games are enjoyed by the children.

Visit a Salvation Army Store to see how broken toys can be fixed for use.

Explore resource books to determine good storage for children's play equipment.

Watch TV programs showing young children, for example, Ding Dong School.

Listen to tape, "Toys for Children," University of Minnesota.

Teacher or student put up bulletin board depicting toys and games for children.

Explore resources on guiding children to put toys away.

Study art work depicting children at play, for example, "Girl with Watering Can."

Show toys of other eras, or find pictures of playrooms in older homes, for example, playroom in Lee Mansion.

View a movie on children's play, such as "Understanding Children's Play," Caroline Zachary Institute, 11 min., or "Children's Play," University of Minnesota.

Explore resource materials for songs for children.

IDEAS FOR EVALUATION

Anecdotal records of various art experiences.

Observation notes.

List ways suggested to renovate toys.

Write a paper on what was observed.

List types of historical toys.

State what observed.

CONTENT

As pupils become more spontaneous, expressive, and more open to experience, they are more likely to become creative.

Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.

EDUCATIONAL EXPERIENCES

Have a librarian discuss the selection of books for children.

Listen to tape, "Stories for Children," University of Minnesota.

Listen to various records for children.

Explore resources to find different ways music is integrated in children's play.

Explore resources to find how art can be experienced both by doing and receiving.

Explore resource materials on dramatic play.

Explore resource material on tactile arts for children.

Responding—Interest

Discuss filmstrip of children's art.

Observe children's impressions of music, such as painting done after hearing symphony.

Have kindergartners or preschool children paint after listening to music.

Write a story for a child; illustrate it.

Collect examples of children's art work from their teachers or mothers.

Teach children a new song.

Help children sing a song.

Help a group of children put on a play.

Collect records of interest to children.

Help a child create original songs and dances, and instruments to accompany them.

Direct children in a graphic or plastic art experience.

Comprehension

Report on findings in resource materials.

Tell why toys from home were or are enjoyed.

Select a toy or game—report what aspects of growth it could help develop.

Report on findings of safety with toys and games.

Role-play to show how games and toys can be active, creative, or social.

Discuss types of toys and games suitable for a sick child.

Practice some children's games.

Discuss reports of the panel on children's toys.

Prepare a notebook of children's toys and games, pictures of or rules for; indicate ways in which the toys and games can help growth.

Discuss what was found at the home of the visited mother and child.

Discuss toys available in local toy shops and their educational values.

IDEAS FOR EVALUATION

Evaluate art work.

Open end questions, for example, "I used to feel children's drawings were but now I feel"

Write a paper, for example, "Billy, the 3-year-old with no toys."

Evaluation of notebooks.

CONTENT

EDUCATIONAL EXPERIENCES

Report to class on findings of observations of children playing in parks or yards.

Discuss what toys and games were enjoyed most by nursery school or kindergarten children.

Arrange a toy exhibit with explanations. Play "Toy Chest"—pupil blindfolded, points to picture of toy on board, must tell name of toy, how used, age of child suitable for, for example.

Discuss and/or report on findings for good toy storage.

Discuss and/or report on TV programs watched pertaining to children and their play.

Discuss bulletin board on children's toys and games or play.

Discuss ways of guiding children to put toys away.

Discuss types of play children have engaged in, depicted by art works.

Discuss film on children's toys and games.

Report on findings of books for children.

Make a check list from readings of characteristics of good stories for children.

Discuss film on children's art.

Report on and/or discuss songs for children.

Discuss records for children.

Discuss how music is integrated in children's play.

Discuss dramatic play and some of the "props" that encourage it.

Discuss graphic and plastic art suitable for children.

Discuss what resource person told class about art experiences for young child.

Class committee takes turns displaying bulletin boards of games suitable for different purposes and different age levels.

Differentiate between the types of activities needed at different ages.

Classify games suitable for various age levels.

List some suitable activities for developing the child physically, socially, emotionally, mentally.

List some of the things children learn from playing with other children.

Enumerate play objects and classify under groupings for:

1. Active play
2. Manipulation and construction
3. Dramatic play
4. Creative play

Enumerate the games that are:

1. Quiet
 - (a) Indoor
 - (b) Outdoor

IDEAS FOR EVALUATION

Write a paper explaining the rule "Avoid making models in any art medium for the child to copy."

Evaluate bulletin boards.

Oral quiz.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

2. Active

(a) Indoor

(b) Outdoor

Make a list of items found around the home that are suitable play things.

List features of play objects to be considered when selecting toys.

Application

Select toys from toy box for child who is behind in any aspect of growth.

Select toys and games for a play school group.

Remove sources of accidents from child's play area at home or in a play school.

Watch a child play and decide from his activities what kind of toys he would like.

Choose a toy to contribute to the visited nursery school or kindergarten class.

Class prepare an exhibit of household objects that would make suitable playthings for children.

Arrange an exhibit of toys that encourage a particular type of development.

Arrange an exhibit of books suitable for different age children.

Select books for play school or any particular age level.

Read stories to children or class members who can role-play the children.

Compile an annotated book list for children of various ages.

Select "musical" instruments for a young child.

Have "props" on hand and help a child with dramatic play.

Select tactile arts for a child of a certain age to work with.

Compile a list of finger plays for a child.

Make a scrapbook of games and play ideas that can be used when caring for children.

Make a toy for a particular child and explain the reasons for the choice to the class.

Plan a day's activity for a sick child.

Role-play—An incident when a small child visits a home where there are no toys and the teen-ager goes into the kitchen to find something suitable.

Analysis

Analyze various toys and games to determine how they contribute to growth and development of child.

Think back to favorite toys and games when a child. Analyze why they stayed in memory.

Analyze specific play situations as to how accidents could occur.

Quiz to recognize purposes of play things and what to look for when selecting toys.

Apply criteria to selection of toys.

Record specific incidences in story period which would help a child to develop mentally.

Evaluate students' choice of toys.

Evaluate judgments made in role-play.

Different kinds of play experiences affect the development of a child.

The degree to which a child understands himself and becomes socially acclimated is partly dependent on his previous play experiences.

CONTENT

EDUCATIONAL EXPERIENCES

Analyze causes of children's accidents reported in the newspaper.

Analyze the observed use of the donated toy in the nursery school or kindergarten.

Analyze books for children as to interest, pictures.

Listen to story poorly and well read, decide what factors make one better. Analyze art work collected from mothers and teachers.

Decide on value gained from listening to records.

Analyze incidents that occurred during observation of children's play in park or yard.

Analyze observed qualities of games and toys that various aged children enjoy.

Analyze toys of former days as to their developmental value.

Decide what movements, rhythms, noises in a child's action are aspects of music.

Analyze a child's participation in dramatic play.

Watch a child or children work at a tactile art.

Analyze the performance as it relates to his development.

Synthesis

Construct or select a new and different toy or game for a child for each aspect of growth.

Plan and set up a safe play area in school or elsewhere for children.

Plan and carry out play with small children while mothers attend an adult class, vote, or are engaged elsewhere.

With teacher's help, make schedule for activities of a play school.

Devise criteria for selecting toys for various age group children.

Evaluation

Judge the toys and games of a younger brother, sister, or neighbor to see how they aid growth.

Judge a play area for children in a neighboring kindergarten or nursery school.

Hold a play school in class—judge the play activity that went on.

Observe and evaluate classmates as they care for children.

Discuss and evaluate accidents that have happened to children whom you know, as to possible causes and how they could have been prevented.

Visit a toy shop, compare toys in stores to toys that can be made at home inexpensively.

IDEAS FOR EVALUATION

Select a book for a child. Write a synopsis of the story and a critical analysis of its content and ideas.

Judge construction of toys.

Anecdotal records kept by girl.

The environmental climate that allows freedom for an individual to explore, to express, and to test will foster creativity.

The type of play and play materials used by a child will contribute to his growth and development.

CONTENT

EDUCATIONAL EXPERIENCES

Bring toys to class and judge them by criteria developed in class.

Judge similarities and differences in toys of past years and present in their end result of developing growth.

IDEAS FOR EVALUATION

Student report on toy.

Concept B: Routine care of children.

Objective B: Analysis of responsibilities in caring for young children.

Generalization: A child's daily care habits determine those which he will follow as an adult. The habits of the child are affected by his age, maturity, past experiences, and observation of others.

Concept 1: Development of sound sleeping habits.

Objective 1: Analysis of the sleeping habits of a child.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

A child needs rest for growth and maintenance of body.

Knowledge

Read references on importance of sleep to health.

Use references, films, and resource people to study sleeping habits of children.

Observe a home, play school, or nursery school for the provisions for promoting rest.

Observe the bedtime preparation of a young child.

Listen to tape: "Basic Habit Training," University of Minnesota.

View film: "Helping in the Care of Younger Children," Coronet or University of Minnesota.

Observation reports.

Comprehension

Report observations of children and have class discussion.

List some guides which will help one in the guidance of a small child's sleeping habits.

List and discuss good sleeping habits for children and some of the problems in establishing them.

Discuss the importance of regular hours for sleep and rest for children.

Discuss ways a child may be affected in later life by using "going to bed" as a punishment.

Guide lists.

Application

Dramatize good and poor bedtime situations.

Make provisions in own home for promoting rest at night and during the day for a small child.

Students consider the attitudes of their younger brothers and sisters toward naps and bedtime.

Analysis

Analyze dramas of bedtime situations.

After observing a child prepare for bed, analyze his activities to see which fostered sleep and which helped keep him awake.

Analyze bedtime difficulties of younger brothers and sisters.

Evaluate ability to analyze the situation.

Written analysis.

Concept 2: Development of sound eating habits.

Objective 2: Analysis of the child's eating habits.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Small children like simple, familiar foods served in an interesting manner.	Knowledge Read references on food for children and eating habits of children. Film: "Food as Children See It," General Mills. Observe nursery school, kindergarten children or first grade children in their home to see some of their eating habits and problems.	
Each period of growth and development is accompanied by certain tasks.	Comprehension Discuss observations of children eating and list possible ways of helping these children with their problems. Discuss some of the reasons for eating problems of young children. Discuss how good eating habits may be promoted and poor ones prevented or overcome. Discuss effective and ineffective ways of urging a child to eat. Discuss ways a child may be affected later in life by using the deprivation of food as a means of punishment. List ways of helping the child who is a sloppy eater and should be beyond that stage. Discuss the unfavorable effects of the "clean plate" policy on the child. Discuss the importance of introducing new foods early in the child's life. Use a bulletin board to show pictures of foods children like to eat. Show sample menus for children's meals. Class suggest ways to serve the foods in an interesting manner. Discuss kinds of foods to be used as between meal snacks. Discuss reasons for eating problems.	List of ways of helping with eating problems.
Types of food, table manners, and use of eating utensils depend upon the growth and development of the child.	Application Work with children trying out ideas read and discussed in class. Assume responsibility for helping a younger child at a meal for a period of time. Adapt family menus to meet requirements of preschool children. Plan, prepare, and serve adequate lunch for a group of preschool children at play school. Plan, prepare, and serve mid-morning or mid-afternoon lunches to primary grades.	Role-play methods to be used in various situations. Evaluate changed menus.
Pleasant experiences with food as a child may promote	Analysis Analyze eating habits of children observed in relation to their growth and development.	Score card.

CONTENT

good eating habits as an adult.

An understanding of the growth patterns of children may help promote good eating habits.

EDUCATIONAL EXPERIENCES

Analyze why children may have liked or disliked the foods prepared by the class.

Ask students to analyze the reasons for their own food likes and dislikes.

In the observation of children, note and analyze the relationship between the child's reaction to a food and the speed with which he eats it.

Analyze case situations as to which parts are constructive and which are poor.

Example:

- a) Alice was feeding her brother George his cereal. George, who was ten months old, blew his cereal out of his mouth into her face. Alice jumped back, laughed, and exclaimed, "George! Don't do that!" She gave George another spoonful of cereal and he blew it at her again and laughed.
- b) Betty was feeding her sister Sue a vegetable she had never tasted before. Betty gave her a tiny bit on the end of a teaspoon. Sue took it in her mouth, rolled it around, and pushed it out on her lips and chin. Betty scraped it up in the spoon again and smilingly said, "This is new. Try it. You'll like it." Sue couldn't understand the words, but she could understand the attitude. She swallowed the tiny bit and that was all Betty gave her. They proceeded with the rest of the meal.

IDEAS FOR EVALUATION

Written paper evaluated.

Evaluate written analyses made by students.

Concept 3: Learning to dress oneself.

Objective 3: Analysis of children's problems in learning to dress themselves.

CONTENT

Dressing oneself is a task to be learned.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on choice of children's clothing, the process of dressing, and storage of their clothing.

Watch a child put on different articles of clothing, especially outer garments like snow suits and rubbers. Keep a record of the time required and count the random movements used for each article.

Observe children dressing and undressing to find what kind of fasteners and openings are easier for children and those which cause difficulties.

Visit stores and talk with young mothers to find what kind of garments are comfortable, what are suitable fabrics, and some ways of providing self-help features in clothing from one to six.

Plan a study trip to observe clothing storage equipment that has been built or improvised for the convenience of children.

View film: "Clothing for Children," Coronet or University of Minnesota.

Comprehension

Collect pictures of garments for children under six for use on the bulletin board. Include underwear,

IDEAS FOR EVALUATION

CONTENT

Tasks which are successful make development at the next period less difficult.

A child learns to dress himself through the process of experimentation and practice.

The growth and maturity of the child as well as the type of clothing will determine the ease with which a child can dress himself.

EDUCATIONAL EXPERIENCES

outer wear, clothes for warm and cold weather. Discuss them from the viewpoint of easy dressing and durability.

Make a rating scale of desirable characteristics for children's clothing.

Discuss ways of helping children be independent and gain self-confidence in dressing themselves.

Discuss values of teaching children to be responsible for getting out and putting away their clothing when dressing and undressing.

Discuss ways to plan clothing storage which will help the child be independent.

Application

Demonstrate ways of helping children learn to dress themselves.

Assist some children who cannot dress themselves.

Plan an exhibit of children's clothing.

Collect pictures of closets and other storage spaces for children's clothing.

Plan what can be done in one's own home to provide accessible storage facilities for children's clothing.

Analysis

Using the rating scale made by the class, analyze some children's garments.

Analyze the pictures collected to determine if the storage is suitable.

IDEAS FOR EVALUATION

Each pupil prepare a list of ideas to be used in making the rating scale.

Evaluate demonstration.

Evaluate plans.

Evaluate students' analyses.

Concept 4: Prevention of children's accidents.

Objective 4: Identification of practices important for the child's safety.

CONTENT

Adults are responsible for keeping children safe from harm.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on safety for children.

View films and filmstrips.

Example: "Let's Play Safe," Minnesota Dept. of Health, "Keeping Children Safe," "Children at Play," Ag. Ext. Service, University of Minnesota, and "You're in Charge," Minnesota Dept. of Health.

Comprehension

Students list possible dangers in the child's environment and discuss what may be done to eliminate them.

Students find newspaper articles on accidents of small children in the home. Buzz groups discuss.

List some of the common emergencies which may occur while caring for children and discuss what may be done to prevent or cope with them.

List some safety tips to follow when caring for children.

IDEAS FOR EVALUATION

CONTENT

A child's safety depends on his environment and the kinds of safety practices exemplified and transmitted by adults caring for him.

Safety measures practiced as a child will become an integral part of his adult actions.

EDUCATIONAL EXPERIENCES

Application

Check own home using the American Red Cross "Accident Preventions Check List for Child Safety" to see if there are any hazards for small children.

Set up an exhibit of safety containers for matches, gates for stairs.

Class prepare a bulletin board entitled "Danger! Watch Out!" showing safety practices to remember when caring for children.

Small groups set up safety hazards in the foods laboratory and demonstrate poor safety practices which might appear in a home.

Write a skit on safety for children at home and away.

Analysis

Analyze the findings of the home surveys.

Analyze the situations that students set up in the foods laboratory.

Analyze the skits for good and poor safety measures being practiced.

Analyze safety practices observed in adults as to when, where, and how they may have learned them.

IDEAS FOR EVALUATION

Problem: Three-year-old Jimmy will visit his grandmother for a week.

List items she should check around the house to make it safe for his visit.

Individual written analysis.

GRADE 8

LIVING HAPPILY WITH FAMILY AND FRIENDS

Introductory Statement

The thirteen-year-old is at a sensitive age. He wants and needs independence and security and has a desire to be popular, poised, and have social acceptance. How to choose and make friends, and how to be a good friend are a major concern. Getting acquainted with each other is important to boys and girls.

The 8th grader should be helped to recognize the importance of emotional, social, and ethical behavior on his personality in order to better understand himself. An understanding of family traditions and beliefs in regard to goals and values helps to develop a feeling of security within the family.

A section on social growth at this level is included to help the teen-ager recognize the qualities conducive to friendships and the need to acquire them.

A section on accepting responsibility for management of money, time, and energy is included as the thirteen-year-old is interested in earning and spending money as well as joining many activities which demand time and energy.

Unit Objectives

- I. Analysis of the individual's development within the family.
 - A. Application of generalizations of personality development.
 - B. Relating the influence of maturation to the acceptance of responsibility.
 - C. Comprehension of the relationship of family traditions and beliefs to values and goals.
 - D. Relating the principles of management to oneself.
- II. Identification of the connections and interactions of individuals, their peers, and environment.
 - A. Analysis of the influence of one's peers.
 - B. Analysis of the qualities that lead to mature friendships.

Unit Suggestions

- I. Major Concept: The individual's development within the family.

Broad Objective I: Analysis of the individual's development within the family.

Broad Generalization: The development of an individual is influenced by his values, maturity, personality, and his relationship to his peers.

Concept A: Personality development.

Objective A: Application of generalizations of personality development.

Generalization: One's personality has an effect upon one's behavior pattern in various situations.

Concept 1: Importance of emotional behavior.

Objective 1: Application of the importance of emotional behavior to the development of one's personality.

CONTENT

An individual is emotionally mature to the extent to which he recognizes his feelings and begins to control them.

EDUCATIONAL EXPERIENCES

Knowledge

Define emotions.

Read reference on personality and emotional behavior.

What do we mean by personality?

What may cause differences in emotional growth?

IDEAS FOR EVALUATION

CONTENT

The emotional climate most conducive to development is one in which the individual is valued as a person of intrinsic worth.

EDUCATIONAL EXPERIENCES

Study and draw diagrammatically the four sides of one's personality.

Check sheet, "How Old Am I?"

Comprehension

Discuss personality traits which are typical of teen-agers.

Give examples of personality traits by describing some person whom you think is a successful person.

Discuss qualities of an emotionally mature person.

Report on stories which illustrate emotional changes of the adolescent.

Have each class member tell one way in which he acts more grown up than he did last year.

Application

Construct a bulletin board using illustrations to show component parts of one's personality.

IDEAS FOR EVALUATION

Discussion.

Student's ability to interpret another's personality.

Reports.

Knowing strong and weak points helps to improve self.

Evaluate illustrations.

Concept 2: Effect of social behavior.

Objective 2: Predicting the effects of social behavior on personality development.

CONTENT

Increased responsibility in an individual's behavior, conduct, and decision-making affects an individual's personality.

The sense of self grows gradually and continues to expand as one participates actively in an ever-widening social environment.

Adjusting to himself and others as individuals may affect an individual's personality development.

EDUCATIONAL EXPERIENCES

Knowledge

What do we mean by behavior, conduct, decisions?

View film, "Social Courtesy," Coronet or University of Minnesota.

Read articles on manners that help teen-agers develop poise and security.

View filmstrip, "Yes, Politeness Is for You," McGraw-Hill.

Comprehension

Discuss standards governing behavior and conduct in the community.

List manners that help develop poise and security.

Buzz groups to discuss behavior and conduct of individuals at school functions.

Suggest ways in which a shy, self-conscious person might work to overcome this feeling.

Discuss kinds of decisions which teen-agers should be able to make for themselves.

Discuss those with which they would need advice from parents.

Discuss the value of etiquette.

Application

Select some situations in which social maturity or lack of it is evident. Role-play the ineffective way of handling these situations; then replay, showing a better way.

IDEAS FOR EVALUATION

Discussion.

Evaluate role-play.

Concept 3: Development of ethical values.

Objective 3: Comprehension of ethical values in personality development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Ethical values are molded by customs and values of the family, church, and community.	Knowledge Read text on character traits: honesty, unselfishness, truthfulness, respect for rights of others. What do we mean by honesty?	
The behavior of an individual varies according to his social-emotional experiences.	Comprehension Discuss "Morality Is What the Group Thinks Is Right." Write a paragraph on the importance of respect for other people and their possessions. Discuss difference between right and wrong.	Discussion.
An individual develops his value system through his desire to gain self-esteem by accepting, rejecting, or modifying values held by others.	Panel discussion on why people are untruthful: <ol style="list-style-type: none">1. In jest2. Because of fear and insecurity3. To win approval4. To gain advantages Round table discussion. List ethical character traits which you may have observed in others at home, church, and school. Which of these character traits will you strive to acquire for yourself? Why?	Observation of reactions.

Concept B: Influence of growth patterns to responsibility.

Objective B: Relating the influence of maturation to the acceptance of responsibility.

Generalization: Maturity is revealed whenever an individual uses all of the resources he has to move in the direction of his full potential.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The amount of responsibility that an individual has is related to his degree of maturity.	Knowledge Read references on responsibilities of family members. Film: "Principles of Development," McGraw-Hill. Recognize the differences between growth of students within the class. Bulletin board with pictures of typical thirteen-year-olds.	
As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles and to develop feelings of worth and significance.	Comprehension Discuss: How can we become more responsible? What are the differences usually found in rate of growth between boys and girls? Discuss some effects of rapid growth. Buzz session: What responsibilities do you have this year which you did not have before? Why?	Discussion. Quiz.
How one behaves is indicative of how "grown up" one is regardless of chronological age.	Application Write a paragraph on "What characteristics determine the responsibilities an 8th grader can assume."	

Concept C: The relationship of family traditions and beliefs to values and goals.

Objective C: Comprehension of the relationship of family traditions and beliefs to values and goals.

Generalization: Cultural patterns are transmitted from one generation to another primarily through the family and have an influence on the values and goals of family members.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Customs, traditions, beliefs that we practice have a lasting effect.	Knowledge Define values, goals, traditions, beliefs. Read and study about the traditions and customs of our country: a. Holidays—religious, patriotic b. Weddings c. Parties after graduation d. Birthdays	Quiz on terms.
	Comprehension What customs are traditional within many families? How do nationality customs differ? Individual reports, "What one tradition is most important to you, and how do you observe that tradition?"	
Sharing traditions and beliefs brings a family closer together.		Discussion. Evaluate reports.

Concept D: Management of self.

Objective D: Relating the principles of management to oneself.

Generalization: Management of one's activities, time, and money has an effect on the individual.

Concept 1: Principles of money management.

Objective 1: Application of principles of money management.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Money management is the process of decision-making and the organization of use of income of the family.	Knowledge Use film, "Directing Your Dollars," Ag. Ext., University of Minnesota, or filmstrip, "Your World and Money," Ag. Ext., University of Minnesota. Relate the episode of the four-year-old girl who had been given a quarter and a dime. The four-year-old and her mother decided the quarter was to be saved to be used for something later, but she could spend the dime now. She purchased a package for herself and a box of chocolate drops to share with her family. This illustrates the Benjamin Franklin saying, "Some money is to be saved, some to be spent, some to be shared."	
	Comprehension Discuss the concept of money management. Discuss principles of money management. Discuss the different channels through which a teen-ager can share her money — gifts, church, for example. Discuss "How you feel about money that is lost," "What goals can money buy."	
Cost alone does not determine the value of an article.		

CONTENT

Money management involves the use of a regular amount of money to spend, earning one's own money, and contributing to family income through service and care in the home.

One's choice of fun-time activities provides a means of extending income.

Planned spending is affected by choices that give satisfactions in relation to values and goals.

Planned spending leads to security in money matters.

EDUCATIONAL EXPERIENCES

List values of sharing some of one's money.

Share ideas on inexpensive gifts.

Write a letter to self on, "My Wishes About Money."
Seal and save for later use.

Discuss in group the kind of income you have in the family. List contributions members make to total family income—service, care of belongings, helping with family activities, earning money.

Use problem box. Let girls draw from box and suggest which principles might help solve the problem.

Discuss how "Fun by Myself," "Fun Watching," "Fun Activities," and "Fun with the Crowd," have added up to teen-agers becoming important users of recreation.

Discuss how leisure-time activities may cut down cost and at the same time contribute to development of a person.

Application

Make a leisure-time plan for you and your family in keeping with your family income.

Give reasons for selecting the types of leisure activities you selected.

Groups discuss the statement, "Choices made at home, rather than at the market, are likely to bring more satisfaction."

List ways of thinking through planned spending, such as an inventory of what you have, wardrobe, records, shoes.

Decide what purchases are most needed and wanted.

Define the purpose that each purchase is to serve.

Decide on qualities desired.

Make an organized shopping list based on spending plan for a week.

Record expenses and evaluate.

Students make a list of 10 things they would like to buy. Discuss why people differ in their wants.

IDEAS FOR EVALUATION

Discussion.

Make a spending plan for a week. Record expenses and evaluate.

Evaluate plans made.

Read previously written letter on "My Wishes About Money." Write any ideas gained in relation to these wishes from class discussion.

Concept 2: Management of time and energy.

Objective 2: Responsibility for management of time and energy.

CONTENT

Organization is the way an individual plans, systemizes, controls, and coordinates activities to achieve goals.

Planning time carefully helps one finish necessary tasks and still have time for fun.

EDUCATIONAL EXPERIENCES

Knowledge

After reading references on organization of time and energy, discuss principles involved in organization.

Comprehension

Role-play what you did to get ready for school in the morning.

Discuss the problems encountered in the various situations.

IDEAS FOR EVALUATION

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Discuss the statement, "Everyone has 24 hours in her day."

Write down problems you have in terms of wishes, such as, "I wish I could get to school on time."

Place in "Wish Box" and use as the basis for demonstrating problem-solving techniques.

Use cartoons as basis for suggesting possible situations in which lack of management is involved.

Have class recommend how these situations might be improved through better management.

Write a paragraph on "What Is Time."

Paragraph on "What Is Time."

Application

Positive attitudes and applications of the principles of organization of one's activities and properties contribute to the accomplishment of tasks.

Work simplification saves time and energy.

Keeping tools in good condition helps make tasks easier.

Role-play selected situations to illustrate the effect these management problems have on relations with the family.

Discuss how wanting to do something helps a person do it.

Group discussion on how work may be organized through making time plans, finding and using the most satisfactory ways of working, arranging properties for ease of use may contribute to the achievement of goals.

Discuss how organization may help one eliminate those things which get in the way, such as waste of time and energy—disorder.

Use charts to show how making a time plan is deciding how to use one's time and how much to use for different purposes so that one can do what he needs to do; budget a 24 hour day.

Contribution to group discussion.

Analysis

Keep a Diary of Time.

Use for a day and determine where there are periods of time and energy waste or other changes needed.

Budget time for each activity. Try out plans and make changes as needed.

Diary.

Test over unit.

Elimination of time and energy waste may be accomplished through organization of time and activities.

II. Major Concept: Relationships to peer group.

Broad Objective II: Identification of the connections and interactions of individuals, their peers, and environment.

Broad Generalization: Friendship will result from continuous interaction of the individual with peers and environment.

Concept A: Influence of peers.

Objective A: Analysis of the influences of one's peers.

Generalization: Peers may influence judgment used in determining friends.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

The factors by which peers influence us include: atti-

Read or role-play a selected episode such as the new girl in your class or new neighbor.

CONTENT

tudes, actions, interests, conversations, dress, places we go, our needs and desires, our reactions to family members, to school, to church, to community, and our values and goals.

Peers affect judgment used in choosing friends.

The influence of our peers may not always contribute to good personal development.

Concept B: Importance of boy and girl friendships.

Objective B: Analysis of qualities that lead to mature friendships.

Generalization: Boy and girl friendships will teach us to evaluate qualities that lead to mature relationships.

CONTENT

Friendships mean meeting each other's needs for understanding, appreciation, and companionship.

The sense of self grows gradually and continually as the individual participates in an ever-widening environment.

Limiting the scope of friendship tends to limit the scope of life and leave narrow restricted interests and contacts.

Successful friendships will result in easier boy and girl relationships.

EDUCATIONAL EXPERIENCES

List some of the reactions or attitudes of her peers.

View film, "Developing Friendships," University of Minnesota.

Comprehension

Discuss in groups the factors that influence the girls in accepting or rejecting the girl in the story.

Discuss qualities or traits needed for success in friendships.

Application

Make a check list for making friends, keeping friends, and losing friends.

Role-play factors that are involved in making and keeping friends and other factors in losing friends.

Analysis

Analyze the factors that influence the student's choice of friends.

Write paper.

IDEAS FOR EVALUATION

Contribution to discussion.

Check list.

Rate self.

Evaluate paper written on analysis of student's choice.

EDUCATIONAL EXPERIENCES

Knowledge

Film, "How Friendly Are You?" Coronet and University of Minnesota.

Group discussion based on film.

Comprehension

List qualities that contribute to boy-girl friendships.

Application

Situations, presented as TV programs, that limit scope of friendship, such as not sharing books, bicycle, hobbies, home, and those that contribute to friendship.

Reports given on reactions of the people who shared and how students felt about sharing.

List ways of meeting and making new friends, such as volunteering to help on class projects, plays, parties, joining clubs, 4-H, church groups, recreation projects, school groups.

IDEAS FOR EVALUATION

Contribution to discussion.

CONTENT

EDUCATIONAL EXPERIENCES

Analysis

Select ways you will meet new friends.

Analyze yourself and how you will need to grow in qualities of friendship to make boy-girl relationships easier for you and to continue to improve.

Write a paper answering the questions: "Were they richer or poorer because of the experience of sharing?" "What evidences were given for your analysis?"

IDEAS FOR EVALUATION

Paper analyzing self and contributions made to friendship with others.

THE GIRL—HER FAMILY, FRIENDS, AND COMMUNITY

Introductory Statement

What are fourteen-year-olds like? They are growing rapidly, in a state of transition, leaving childhood, physically active and restless, and keenly aware of the customs and standards of their own age group. The most accurate statement that can be made about them as a group is that they exhibit the extremes in individual differences as some are little girls and some young ladies.

The fourteen-year-old girl is generally one who is close to maturity. She is full of vim, vigor, and vitality and along with these qualities, is usually quite aware of the opposite sex. She may have been noticing them for quite some time, but usually it has been from a distance. Now at fourteen, she is beginning to assume a feminine role with the joys and problems that accompany it. Many have also had a date by this time.

At this age also the girl is interested in learning about young children, and therefore, she should be encouraged to share experiences with them. A play school will give direct experience and should be set up as a part of the curriculum if at all possible. If this cannot be done, other arrangements need to be made for students to observe children in group situations.

The ninth grade girl needs acceptance of and direction for her inconsistencies, argumentativeness, exaggerations, and outbursts. She should be encouraged to plan her own activities and make her own choices of friends, social life, and work as she is ready for these choices. The section on child development is designed basically to provide this teen-age girl with a deeper insight into understanding of herself with the realization that young children are individuals.

Unit Objectives

- I. Evaluation of areas in which the family contributes to the development of its members.
 - A. Recognition of the effect of mutual acceptance and support.
 - B. Development of an interest in community affairs.
- II. Evaluation of self in terms of maturity.
 - A. Recognition of the value of growth in self-control.
 - B. Appraisal of the effect of patterns of behavior.
 - C. Recognition of the value of communications with peers.
- III. Appraisal of the development of the child as it relates to the development of the adolescent.
 - A. Analysis of the developmental needs of a growing child.
 - B. Analysis of the relationship of intellectual and emotional growth and development of the child to adolescent behavior.
 - C. Appraisal of the needs of children to achieve satisfactory growth through play.
 - D. Appraisal of the effect of the social world on the preschool child.

Unit Suggestions

- I. Major Concept: Family contribution to development as an individual.

Broad Objective I: Evaluation of areas in which the family contributes to the development of its members.

Broad Generalization: The family environment has an effect upon the development of each of its members.

Concept A: Mutual acceptance and support in the family.

Objective A: Recognition of the effect of mutual acceptance and support.

Generalization: The acceptance and support which family members give each other has an effect on the development of its members.

Concept 1: Responsibilities and privileges of family membership.

Objective 1: Analysis of the responsibilities and privileges inherent in family membership.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The family is the setting for human development. A family member has certain rights, privileges, and responsibilities.	<p>Knowledge</p> <p>Read references on the topic of family membership — responsibilities and privileges.</p> <p>Read Please Don't Eat the Daisies by Jean Kerr or And Then There Were Eight by Paul Molloy or Peanuts by Charles M. Schulz.</p> <p>Finish the sentence, "Family membership is"</p> <p>Keep a diary of privileges and a list of the problems and difficulties of living in a family for one week.</p> <p>Listen to a tape: "Development of Responsibility," CD-21, University of Minnesota, Extension Division.</p> <p>Discuss the tape.</p>	
Each family is doing the same kinds of jobs that other families do but each in its own way.	<p>Comprehension</p> <p>Prepare a bulletin board showing areas of responsibility for teens in family life.</p> <p>Panel by mothers — privileges and responsibilities of 9th grade girls.</p> <p>Give examples of duties and responsibilities found in your home including those relating to the care of younger children. Write a short paper on duties and responsibilities in your home that you could assume that would prove to your family that you are dependable.</p>	Evaluate bulletin board.
Assumption of responsibilities aids in the attainment of privileges.	<p>Application</p> <p>Class discussion using several buzz groups and topics.</p> <p>Develop a check sheet for rating oneself as a family member.</p> <p>Share with the class a specific instance in which you have demonstrated at home that you can assume responsibility and are dependable.</p>	Students use sheet for self-evaluation.
Acceptance of duties and responsibilities in the home promotes better family relations.	<p>Class discussion on roles of and relationship between family members. What contributions can you make to the family?</p> <p>Tape: "The Father's Role in the Family," CD-17, University of Minnesota.</p>	
Sharing in work and fun of the family contributes to one's feeling of personal worth and strengthens family ties.	<p>Analysis</p> <p>Write and produce skits portraying the contributions which various family members can make to happy family life.</p>	Evaluate skits.

CONTENT

The success of good family relations requires teen-agers to accept their responsibilities to the family.

EDUCATIONAL EXPERIENCES

Plan a panel consisting of people from various family backgrounds discussing situations which involve the sharing of facilities in the home with other family members and cooperating with them in ways which might avoid conflict. Situations might involve: Telephone, TV, bathroom, living room.

Identify the privileges and responsibilities of your age group.

IDEAS FOR EVALUATION

Concept 2: Importance of mutual needs and expectations.

Objective 2: Identification of the mutual needs and the expectations of teen-agers and parents.

CONTENT

Both teens and parents expect that many of their needs will be met in the family.

The family is an organization toward which we contribute and from which we receive.

When family members understand what each expects of the other, they learn new ways of adjusting to one another.

EDUCATIONAL EXPERIENCES

Knowledge

Read resource material on mutual needs and expectations of individuals. Study a chart showing a list of needs of each member of children.

Comprehension

Use a double ring discussion group to discuss the highlights of the reading.

What do young people need from their parents?

What do most parents seem to need from their children?

How do these needs compare? How can the family organization be more flexible so most of the needs of individuals can be met?

Application

Write a short paper on the benefits you receive from your family.

Dramatize several ways in which students can show their appreciation and affection for their parents.

Panel discussion of "How Can Youth Help Parents Satisfy Their Needs?"

IDEAS FOR EVALUATION

Evaluate contribution of class members.

Evaluate paper.

Concept 3: Effect of communication with parents.

Objective 3: Recognition of the necessity to communicate with parents in order to further the adjustment to one another.

CONTENT

The family is a laboratory for learning communications, some of which may be negative.

EDUCATIONAL EXPERIENCES

Knowledge

Define communication in its broad sense.

Read references and text on communication between teen-agers and parents.

Show film, "Getting Along with Your Parents," Encyclopaedia Britannica Films.

On television or radio listen to stories of families for whom communication is difficult and also studies of families who are able to communicate.

IDEAS FOR EVALUATION

CONTENT

Communication is the sharing of happiness, disappointments, ideas, interests.

Parents need the love, confidence, and respect of their teen-age children.

Communication between family members depends upon the acceptance of individual differences.

As one becomes more spontaneous, expressive and more open to experiences, he is more likely to become creative.

When family members recognize the importance of each individual's viewpoints the family may be able to work out problems as they arise.

EDUCATIONAL EXPERIENCES

Comprehension

Discuss the story to point out the difficulties, causes of disagreements, possible approaches and solutions.

Repeat the pretest to determine if there has been any change in attitude after viewing the film.

Write a short paper based on readings and own experiences on "How Family Discussion Helps Strengthen Relationships."

Application

In class discussion, formulate a list of ways to improve discussion with parents.

Use a question box to learn some of the issues about which students have problems.

Present socio-drama to show common family problems and tell how they can be solved.

Keep a record for one week of parental-teen conflicts which occur. Compile all lists for a panel discussion. Do not use names.

Analysis

Analyze some of the most frequent situations in which young people feel they are not understood by their parents. When do the misunderstandings most often arise? Over what kinds of issues?

Make a list of the most common areas of disagreement and agreement. How could these conflicts be overcome?

IDEAS FOR EVALUATION

Evaluate paper.

Contribution from students.

Socio-drama.

Score ability to perceive and put across ideas and come to logical conclusions.

Summarize suggestions.

Concept 4: Influence of adolescent loyalty to parents.

Objective 4: Perception of the loyalty adolescents owe parents.

CONTENT

Good family relations are dependent upon adolescent loyalty to parents within reason.

Loyalty to family members contributes to daughter-parent satisfactions.

Satisfactory relationships with parents may lead to a wholesome home life.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on teen-age life of past and present and family loyalty.

Read references on "Are parents too strict or are they too lenient?"

Comprehension

Discuss how parents and adolescents can talk about family affairs and how to determine which are for family only.

Discuss reasons for loyalty to parents and siblings.

Application

Write an anecdote which shows good relations between teens and parents.

Bring a cartoon relating to above.

Analysis

Write a paper on "Why I should be loyal to my family."

Synthesis

Write slogans on family loyalty.

IDEAS FOR EVALUATION

Participation in discussion.

Evaluate written views.

Evaluate written views.

Concept B: Relationships with community.

Objective B: Development of an interest in community affairs.

Generalization: Participation in community affairs may result in a strengthened interest in the community.

Concept 1: Influence of societal changes.

Objective 1: Determination of societal changes that affect the teen-ager.

CONTENT

Some of the changes in society are: Urbanization, technology, earlier marriages, higher divorce rates, educational, mother works away from home, leisure time, and higher standard of living.

Implications of changes include: Selecting subjects for the future, mother may have less time for homemaking activities, purchase of the items used in the home, more activities and travel.

Some of the ways these changes are met are: Convenience foods, laundromats, recreational and park areas, and junior college and vocational schools.

EDUCATIONAL EXPERIENCES

Knowledge

Read magazine articles or other references for changes in the community which have taken place the last 10 years in the United States.

Find early pictures of town or grandparents.

Comprehension

Discussion of changes which have taken place. Divide into groups, one for each change, and chart the implications of these changes.

Discuss the effect the changes have upon the student's life, the life of the family, and the community.

Discuss how the student, family, and community have met the needs of these changes.

IDEAS FOR EVALUATION

Participation in the discussion, ability to pick out the changes.

Participation in the discussion.

Quiz on changes and the implications.

Concept 2: Sensitivity to others.

Objective 2: Relating the feeling of sensitivity to others.

CONTENT

Feelings of empathy to others are developed as one's knowledge of others increases.

Sensitivity is shown by a willingness to share with others, a wide range of interests, acceptance of the differences to be found among people, and acceptance of others as they really are.

EDUCATIONAL EXPERIENCES

Knowledge

Read magazine articles or other references for examples of human sensitivity and traditions. Define traditions and sensitivity.

Comprehension

Write a paragraph having to do with memories appealing to the senses. Indicate how these memories showed sensitivity.

Assume you were visiting in another community. What are some things you would notice in the community and also in the home that would appeal to you or bring back memories of your own home or community? List several. Discuss sensitivities.

Have the student complete sentences dealing with: "Happiness is"

Discuss the book *Happiness Is a Warm Puppy* by Charles M. Schulz.

List community and family traditions such as how you celebrate birthdays, holidays and various anniversaries.

IDEAS FOR EVALUATION

Defining terms.

Written paragraph.

Participation in discussion.

CONTENT

Personal contact through family and community activities provides a setting for increased understanding of others of various ages.

The more secure the individual, the more open he can be in relating to the world around him.

EDUCATIONAL EXPERIENCES

Write a paragraph or discuss a time when something unexpected happened and you were not able to follow the traditional pattern. Give an example and tell how you reacted to this.

Application

Plan to read to and visit at a home for old people after school hours.

Show or have students find a picture of a very old person or of a small child.

Discuss what this person might be thinking, her character and how others might react to her.

Reports with discussion on nationalities and races of interest to the students. Include ways these cultural groups have expressed themselves through their art, food, and dress. Include actual objects and pictures.

Students find pictures to show feelings. Use as a basis for discussion.

Discuss topics such as: Human needs are those of mind, heart, and soul as well as body. Needs are as old as history. A big hope. The hope and people are one. Enduring satisfaction comes from working with and for others. Sometimes that hope seems all but ignored or forgotten. They are beginning to realize their hopes. A new hope.

Discuss satisfactions from receiving a gift handmade especially for you in comparison to the same item if it was purchased and had cost more.

Using a story from CO-ED, discuss how the characters show sensitivity to each other relating to economic, handicapped, social, age, and cultural situations.

Students write a paragraph telling how living in a family and community can help a person become more sensitive to the feelings of others. Include any specific examples that will help develop sensitivity to others.

Concept 3: Responsibilities as a citizen. Omit if covered in Grade 8.

Objective 3: Identification of responsibilities as citizens.

CONTENT

There is constant interaction between the community and you.

Family and community living has an influence on the development of the citizens.

Family and community share responsibility for meeting such needs as: Education, health, safety, religion, and recreation.

EDUCATIONAL EXPERIENCES

Knowledge

Film, "Citizenship and You," Coronet. Discuss what citizenship is based on film information.

Use the word "citizen" and list words coming to mind that you are reminded of when you hear the word "citizen."

Discuss list contributed as they refer to citizenship.

Comprehension

List contributions the community makes to the family that could not be provided by the individual family, such as recreation centers, hospital facilities, fire and police protection.

IDEAS FOR EVALUATION

Participation in discussion.

Interest in repeating this experience.

Participation in discussion.

Reports.

Participation in discussion.

Participation in discussion.

Participation in discussion.

IDEAS FOR EVALUATION

Contributions to discussion.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Discuss how the family can operate with and contribute to these efforts.

Use a bulletin board to show interdependence of individual family-community-state-nation. Title it, "No Teen-ager Is an Island."

List laws of the community which you think citizens ignore. Curfew, playing in streets, jay walking, riding bicycles without proper lights, snowballing buses, vandalism, trespassing.

Debate: "Do you think these laws should be obeyed, changed to fit the practice, or done away with entirely?"

Application

Each individual member of a community has a responsibility to keep set standards.

Adults in the family and community can help youth develop their potential by offering broad and rich experiences.

List all the ways you think teen-agers show respect for laws of the community and ways in which this respect can be improved.

List different kinds of discriminations you have seen or read about in your community, newspaper clippings, magazine articles, cartoons, pictures.

List kinds of labels used in schools and communities that are a result of prejudices.

Socio-drama. Students act out role of prejudiced and express false statements and apply false labels.

Other students question statements and accuracy of labels.

Analysis

Each person must have an obligation to live by the idea that every person has real worth.

Responsibilities of each citizen have an effect on the community and family.

Rate your community as it looks to you. Then as a class, analyze the rating and see how well you agree. Write a paper on what we as teen-agers can do.

Paper.

Promote interest in real worth of people.

II. Major Concept: Importance of the identity of self.

Broad Objective II: Evaluation of self in terms of maturity.

Broad Generalization: The degree of emotional maturity attained during adolescence may be a determining factor in the development of self and interpersonal relationships.

Concept A: Growing toward self-control.

Objective A: Recognition of the value of growth in self-control.

Generalization: A sense of self will grow gradually and continually as the individual acquires emotional control.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

The self is a composite of an individual's thoughts, capacities, abilities, feelings, and values which are built up over a period of time.

Define terms connected with self such as feelings, emotions, personality.

Read references on personality patterns and adolescent development.

Pretest—"How socially mature are you?"

Test on terms.

CONTENT

The emotional climate most conducive to development is one in which the individual is valued as a person of intrinsic worth.

The individual's perception of his emotional being determines how he will behave, and the response he receives to his behavior in turn may change his perception of himself.

The emotional growth of an individual will depend on his ability to attempt to satisfy his own needs, wants, and desires, while attempting to meet society's demands and requirements.

The sense of self grows gradually and continues to expand as one participates actively in an ever-widening social environment.

EDUCATIONAL EXPERIENCES

Comprehension

Class discussion:

"What composes 'self'?"

Discuss personality traits important if one is to be likable.

Discuss the component parts which form a well-rounded personality or self.

Discuss the emotions which adolescents are learning to control:

1. Fear
2. Anxiety
3. Anger
4. Jealousy
5. Social sensitivity
6. Sex

View and discuss films, "Controlling Your Emotions," Coronet, and "Too Much Affection," Coronet.

Application

Do a bulletin board which shows the development of an emotion from infancy to adulthood.

Collect cartoons and discuss the elements which relate to emotional growth.

Role-play situations which deal with emotional maturity in adolescents.

Write a paper discussing students' reactions to hypothetical situations presented by teacher.

Compile a list of emotions.

Suggest ways to control or release these emotions.

Analysis

Analyze results of pretest on social maturity.

Have students choose an emotion such as fear, jealousy, anger and observe it in others.

Observe ways in which persons do or do not control their emotions.

Analyze the effect of this action on others. Discuss in class or write a paper.

Retake test on social maturity. Compare results before and after class discussion.

Have a panel composed of class members. Discuss "What is expected of a socially mature 9th grader?"

Have a counselor, psychiatrist, or psychologist speak to class on "Growing Up Emotionally," incorporating the interaction of emotions and behavior mechanisms.

IDEAS FOR EVALUATION

Question - answer test on films.

Written paper.

Ask students to react to picture in which emotional situations are shown. Observe reactions to emotional situations.

Write paper.

Write a paper, reviewing major points of talk.

Concept B: Development of behavior patterns.

Objective B: Appraisal of the effect of patterns of behavior.

Generalization: The family has an effect on the individual in patterns of behavior.

Concept 1: Influence of values.

Objective 1: Recognition of value content in daily activities of home life.

CONTENT

Values are ideas or opinions that give direction to behavior and meaning to life.

Values include love, sense of security, trust, honesty, loyalty, self-control, thoughtfulness, beauty, pride, family unity, balance between present and future work and achievement, respect for the individual, belief in the dignity of man, and belief in the democratic way of life.

An individual's values are reflected from early and continual experiences.

When an individual grows up in a family that values both human worth and dignity, he has the opportunity to develop a feeling of security.

The values one holds affect his behavior in making decisions.

Every American family and its members are pledged to ideals that make for democratic living.

EDUCATIONAL EXPERIENCES

Knowledge

Define value.

Reference reading.

Comprehension

Class discussion of love, security, trust, honesty, loyalty, self-control, thoughtfulness, beauty, pride, personal immortality, family unity, balance between conformity and being an individualist, balance between present and future, work and achievement, respect for the individual, values in the democratic way of life.

Discuss problem situations:

1. Woman who finds much satisfaction in preparing food for her family and guests.

2. The man who spends hours working on remodeling a table for the family room.

Discuss values which these activities might have for this woman and man. Identify the values.

Application

Buzz groups discuss how the values of these two families are expressed in our home.

Dramatize, then discuss, home situations in which many of these values are expressed.

Student interview a homemaker who seems to enjoy homemaking. Ask her what she does at home that brings satisfaction that she would not like to give up and why she enjoys doing these activities so much. Report to class what activities were named, reasons she gave for enjoying them and what values you think they have for her.

Analysis

Everyone is given a chance to participate in extra-curricular activities: School newspapers, church youth groups, baby sitting, and family obligations.

What values acquired will influence one's decisions?

Write a paragraph answering the question, "What is expected of a socially mature 9th grader?"

Take a look at the preamble to the Constitution for values guaranteed by the Constitution and tell what these values mean to you as a citizen of the United States.

IDEAS FOR EVALUATION

Check to see if students know what is meant by values.

Contributions to discussion.

Report.

Paragraph written.

Report to class.

Concept 2: Development of value systems.

Objective 2: Appraisal of one's value system.

CONTENT

Value systems are developed as one's needs are being met,

EDUCATIONAL EXPERIENCES

Knowledge

Define:

Moral responsibility

IDEAS FOR EVALUATION

CONTENT

as one thinks about and reacts to his experiences and as he adjusts to change.

EDUCATIONAL EXPERIENCES

- Spiritual enrichment
- Mutual consent
- Devotion to truth
- Respect for excellence
- Moral equality
- Pursuit of happiness

Listen to tape: "Developing Moral and Spiritual Values," CD-89, University of Minnesota.

Comprehension

- Buzz groups discuss need for family to have a set of values.
- Discuss the ideas we value in our homes.

Application

Dramatize and discuss home situations in which good values are expressed.

Analysis

Analyze incidents found in movies, such as "Sound of Music," or story, "A Tree Grows in Brooklyn," which show how families establish and cherish values. Determine which values met the needs of the family involved. Why are they important to these families? Report to class.

Synthesis

- Keep a diary for a week, record important decisions you had to make. Note what value or values prompted you to make the decision you did.
- Can you justify the values as consistent with your welfare and the welfare of others?

Write a paragraph to illustrate the idea that it is sometimes necessary to risk being unpopular in order to uphold one's values. Formulate a list of values which you believe will help you in developing a code which will be a guide for you to live by. Tell how you will use these values now and in the future.

Evaluation

- Are these values justifiable?
- Relate each one to what is good.
- Write an evaluation.

IDEAS FOR EVALUATION

Discussion.

Paper.

Paper.

Concept 3: Development of social behavior.

Objective 3: Evaluation of values of social behavior in our society.

CONTENT

- All human beings are complex.
- Meeting socially accepted

EDUCATIONAL EXPERIENCES

Knowledge

- Define: Society, hospitality, poise, and manners.
- Read in texts, pamphlets, and magazines on ways in which people are alike in their social needs.

IDEAS FOR EVALUATION

CONTENT

patterns is important in our society.

Good manners make you feel at ease.

Good manners are part of growing up.

Your manners reflect you.

Social maturity develops from a variety of experiences, knowledge, and self-confidence.

Good manners reflect you.

Good manners give one sophistication.

Every known society and every individual has values which give direction to behavior.

When one understands the accepted social patterns of behavior one can respond appropriately.

EDUCATIONAL EXPERIENCES

Tape: "Social Development," CD-25, University of Minnesota.

Comprehension

Have a socio-drama on ways of guiding adolescents through various social situations.

Discuss the value of good manners.

Application

Have a class party in which introductions, conversations, and social behavior can be practiced. Have F.H.A. give a party and be aware of etiquette and poise.

Have class study manners in public places, such as in stores, at the movies, in a restaurant, in church, when traveling.

Divide class into groups of three or four and have them do a short skit to demonstrate manners, introductions, poise, for example.

Take a trait, such as shyness, and try to trace it to its origin. Compile a list of desirable and undesirable behavior which indicates varying degrees of social maturity.

Analysis

Write an article for the school paper on "Manners That Matter."

Use two socio-dramas — one showing a girl who is socially confident and the other not confident. What are the reasons for their actions? How are they different? How have their actions been influenced?

Synthesis

Compose several statements on manners in public places. Determine the effectiveness of manners in public places.

Summarize effectiveness of manners in public.

Write an article which might be entitled, "How Grown-Up Are You?"

Article could be designated for publishing in CO-ED or the school newspaper.

IDEAS FOR EVALUATION

Evaluate socio-drama.

Standards of conduct.

Evaluate list.

Test on accepted social pattern of behavior.

Discussion.

Summarize.

Written article.

Concept 4: Influence of mass media on the use of leisure.

Objective 4: Appraisal of the effects of different types of media on adolescents.

CONTENT

Mass media includes radio, comics, magazines, TV, and movies.

EDUCATIONAL EXPERIENCES

Knowledge

Visit several nearby newsstands and find out what teen-age magazines sell in largest quantity.

Bulletin board of desirable magazines for adolescents.

Read articles in magazines on teen-age dating.

IDEAS FOR EVALUATION

CONTENT

It is important for teen-agers to recognize ways of sharing family activities.

Various types of mass media can leave undesirable effects on teen-agers.

The enjoyment of family activities for the teen-ager depends upon his ability to share in these activities.

When one understands the nature of the effects mass media leaves, one can choose more appropriately.

EDUCATIONAL EXPERIENCES

Make a survey of a group of 20 people to find out what are their favorite types of mass media.

Make a survey of 10 adolescents to find out what their favorite movies and television programs are.

Read references on effects of mass media among teen-agers.

Show film: "Better Use of Leisure Time," Coronet.

Show film "You and Your Parents," Minnesota Department of Health. Discuss how families develop comradeship through leisure-time activities.

Discuss the kinds of activities the family enjoyed.

Give examples of hobbies which families could enjoy doing together considering those which cost little or no money.

Collect and discuss results.

Discuss leisure-time activities families can enjoy together, places to go, nature hikes, camping, games, zoos, parks, lakes.

Report on surveys taken.

Discuss family activities which are free or inexpensive.

Girls volunteer mutually shared family delights as first robin, new book, a recording, picture.

Collect teen-age magazines and compare the contents.

Comprehension

Watch television three evenings from 5 to 10 p.m. and report on which programs you would recommend for teen-agers, small children, and adults.

Application

Read a case study on undesirable effects of mass media and discuss. Compare with observations made.

Check in community to find out what recreational activities and organizations are available.

Divide the class into two groups of three or four to a group. Have them discuss the question: How may adolescents make use of leisure time?

After the class has brought all the ideas together, have them discuss the value of adolescents enjoying leisure time.

List interests shared with other members of the family and check how many of these interests might be developed into hobbies or pleasant activities which could be enjoyed by all the family.

Analysis

Write a paper on "How I Use My Leisure Time."

Make suggestions for acceptable mass media for adolescents.

IDEAS FOR EVALUATION

Compare results.

Compare results.

Grade paper.

Buzz sessions.

CONTENT

Sharing in family activities may lead to more enjoyable family living for teen-agers.

The common values held by families and the creative utilization of leisure time will result in the enrichment of living in our society.

EDUCATIONAL EXPERIENCES

Divide the students into groups of three or four to a group. Discuss the question, "How can the family have fun together?" Each group is given a hypothetical family. After the class has brought all the ideas together have them discuss the value of families enjoying leisure time together.

Make a plan of leisure activities which your family might enjoy, including at least one new interest.

Synthesis

Class develop a check list on leisure-time activities.

Evaluation

Use the check list for self-evaluation in the use of leisure time.

View a movie, television program, or read a story related to teen-age situations. Evaluate the individuals involved according to the check list.

IDEAS FOR EVALUATION

Observe discussion.

Evaluate check list.

Written or oral presentation.

Concept C: Influence of communication with peers.

Objective C: Recognition of the value of communication with peers.

Generalization: Understanding that the development of competencies in dating may result in satisfactory adolescent relationships.

Concept 1: Functions of dating.

Objective 1: Analysis of the functions of dating as related to teen-age relationships.

CONTENT

Dating is a period in which one becomes acquainted with the opposite sex.

Friendship between boys and girls is important to their maturation as individuals.

Individuals seek relationship with others to satisfy the need for recognition, affection, adequacy, self-expression and empathy.

EDUCATIONAL EXPERIENCES

Knowledge

Read in resources to learn about dating patterns in various communities and cultures.

Read current articles on dating customs and patterns.

Read articles on dating readiness.

Report on Premarital Sexual Standards in America by Ira L. Reiss or Sex Education as Human Relations by Lester A. Kirkendall.

Comprehension

Report on resources to find patterns of teen-age dating in various communities or cultures.

Summarize current articles that show various patterns of dating.

Panel of parents and teen-agers discuss factors which influence dating maturity, such as one's aspirations, one's maturity, customs, and attitudes.

Discuss how friendships with the opposite sex may become a basis for dating, first in a group and later as a couple.

Discuss "age for dating."

Discuss advantages and disadvantages of going steady.

IDEAS FOR EVALUATION

Reports.

CONTENT

Various stages in dating development require different competencies.

When one enters into a relationship, he contributes to it and receives from the experience.

Understanding the purposes of dating may result in satisfactory teen-age relationships.

EDUCATIONAL EXPERIENCES

Discuss the advantages and disadvantages of double dating, single dating. Discuss the successful date.

Review emotional problems of present-day youth.

Application

Collect problems through question box.

Predict the effect of adequate dating competencies.

Students give examples of how individuals and families differ in their capacity to love and in ways of showing affection.

Apply principles worked out from reading in texts and news articles to problems in the community.

Analysis

Analyze the effect of acceptable dating practices upon teen-agers individually.

View and discuss the film, "Unwed Mothers," WCCO Television.

How could girls have avoided their situations? What solutions did they seek for their problems?

Discuss relationships with others during pregnancy and after childbirth and the stigma society has placed upon the unwed mother.

Hold debates on the following and related topics:

You have to neck to be popular

A fellow can't rate if he doesn't have a car

A goodnight kiss doesn't mean a thing

Discuss problems of how boys and girls can help each other maintain the standards of our culture and how overemphasis on sex can be avoided.

IDEAS FOR EVALUATION

Buzz session in class.

Write a paper.

Concept 2: Influence of dating practices.

Objective 2: Analysis of dating practices as they relate to preparation for marriage.

CONTENT

"Practice" refers to the experiences in increasing one's skill in relationships with others.

Date behavior should be no different from other acceptable social behavior.

The association with boys requires knowledge of the practices of dating.

EDUCATIONAL EXPERIENCES

Knowledge

Read resources related to group parties, group dating, couples dating, and single dating.

List suitable activities and places to go on a date.

Comprehension

Discuss merits of group parties, group dating, couples dating, and single dating.

Write a paper on "The Best Date," emphasizing type, group, single, party, and activities.

Application — Valuing

Apply principles of techniques of dating in various situations. Discuss rules for dating in our community, in our socio-economic group.

Buzz groups — How to have a good time on a date or essentials of a desirable date.

IDEAS FOR EVALUATION

Written paper.

Participation in discussion.

CONTENT

EDUCATIONAL EXPERIENCES

Collect and discuss letters to advice columns about techniques of dating.

Have a style show of proper dress for various types of dates.

Panel discussion composed of boys and girls, "What I Expect of a Date." Interview people in the community to find out how dating practices have changed.

Read and discuss a story from CO-ED on teen-age dating practices.

Check lists on "Am I a Good Date?"

Poll high school students about cost of various types of dates.

Tabulate results in class.

Analysis

Write a paper on "How Dating Practices Now May Affect My Future Dating."

Read a story about teen-age dating and discuss "Would I behave similarly or differently from the girl in the story?"

Knowledge of dating practices will influence later interpersonal relationships.

IDEAS FOR EVALUATION

Participation in discussion.

Clothing selected.

Check list.

Results of poll.

Paper.

III. Major Concept: Relationship of adolescent behavior to the development of children.

Broad Objective III: Appraisal of adolescent behavior in relation to the development of children.

Broad Generalization: Individuals develop toward maturity through a succession of steps which help them to organize and integrate experiences into a pattern of behavior.

Concept A: Analysis of the developmental needs of a growing child.

Objective A: Knowledge of a growing child—his stages, maturation, and needs—may increase the understanding of him.

Concept 1: Influence of patterns of growth.

Objective 1: Analysis of the pattern of a young child's growth and development.

CONTENT

EDUCATIONAL EXPERIENCES

Knowledge

Growth is a process of having ups and downs.

Define and give examples of growth, growth patterns, individual differences, heredity, motor skills.

Read about growth in young children. View magazine pictures of children at varying stages of development. List growth patterns present or absent in the children viewed.

Observe children in play or nursery school.

Observe motor skills—running, walking, jumping, skipping.

Record facts about muscle development and coordination.

Comprehension

Development proceeds in an orderly sequence.

Given the list of growth patterns shown in pictures, discuss and predict the logical order one could expect them to occur in a child from birth to two years.

IDEAS FOR EVALUATION

After discussion show class one new picture of a group of two-year-olds. Ask them to write about these children and the growing up processes these children are achieving or have achieved.

CONTENT

The direction of growth is toward the potential development of the individual.

Growth patterns for different individuals vary.

The growth pattern may have alternate periods of fast and slow growth.

EDUCATIONAL EXPERIENCES

Discuss in buzz groups how a child's growth pattern may affect his behavior. Give each group a different situation.

Discuss how understanding the principles of growth might help one understand younger members in a family better.

Application

Practice with children learning various motor skills.
Report experiences.

Analysis

Analyze the differences in growth patterns in children. How do they differ in muscular development and motor skills at different age levels?

IDEAS FOR EVALUATION

Class discussion of order selected.

Concept 2: Importance of meeting the child's physical needs.

Objective 2: Application of the effects of meeting the basic physical needs of food, sleep and rest, and clothing.

Concept a: Food for a balanced diet.

Objective a: Application of basic nutrition principles to the needs of a growing child.

CONTENT

A balanced diet contains the basic nutrients needed for the health and happiness of a young child.

The total diet includes refreshments as well as meals served.

A balanced diet is affected by the development of good food habits and attitudes.

EDUCATIONAL EXPERIENCES

Knowledge

Show film such as "Food as Children See It," General Mills.

Define: Balanced diet, Basic 4, food supplements.

Review session on basic nutritional facts — Basic 4, nutrient, deficiency diseases, special needs of children.

Review basic menu planning principles and facts.

Observe eating patterns of children in the play school.

Comprehension

Discuss the specific food needs of children as shown in the film.

From the list of specific food needs for children give some possible reasons for their selection based on the child's needs for eating at various stages of development.

Given several typical menus offered to children, predict the child's reaction to them.

Compare characteristics of a hungry child to one that is satisfied.

Application

Make up several menus which illustrate meeting a child's needs — physical and psychological.

Experiment with a young child in using various tools, that is, regular spoon over child's spoon, small cup versus large, heavy one. Report on his reactions.

IDEAS FOR EVALUATION

Pretest on nutrition — begin discussion from there.

Quiz in order to get opinions. Discussion based on class suggestions.

Quiz on menu planning children's food needs.

Prepare and serve a meal to a child.

Report of experiment.

CONTENT**EDUCATIONAL EXPERIENCES****IDEAS FOR EVALUATION**

Panel on the responsibilities of a babysitter or parent in meeting a child's food needs.

Concept b: Sleep and rest needed by children.

Objective b: Employment of the understanding of sleep and rest as a health need for a young child.

CONTENT**EDUCATIONAL EXPERIENCES****IDEAS FOR EVALUATION****Knowledge**

Sleep is one form of rest.

Define: Rest, fatigue, sleep pattern.

Observe a child for one hour; describe evidence of fatigue.

Observational report and class discussion.

How does age affect the sleep pattern?

Comprehension

Discuss the decreasing need for sleep for children from birth to five years.

Account for differences in amount of sleep needed by children of different ages.

What affects this changed sleep pattern?

Discuss "a child's bed." What characteristics are conducive to rest?

Sleep provides necessary rest from activities.

Observe nursery rest period. What was conducive to rest? How did an adult encourage rest? What specific methods with individuals were successful?

Suggest ways to develop regular sleep patterns, indicating role of environment, attitudes.

Observe two children who react differently during rest period. Write anecdotal record. How did attitudes of children differ? How did this affect rest?

Application

The requirements of sleep in time and condition are altered as the child develops.

Arrange a change of activity in the play school to provide a rest period.

Concept c: Clothing for children.

Objective c: Comprehension of the characteristics of desirable clothing for children.

CONTENT**EDUCATIONAL EXPERIENCES****IDEAS FOR EVALUATION****Knowledge**

Children's clothing which is washable, durable, and easy to put on is desirable for the young child.

Study exhibit of children's clothing and list its properties.

Give pretest on characteristics of children's clothing.

State features that provide for child's needs, for example, fasteners, plastic panties, easy to put on.

Invite a young mother to come in and show clothing after it has been used and laundered. Perhaps she could provide exhibit.

Observe type of clothing worn by children in the play school.

Comprehension

Discuss desirable characteristics in children's clothing.

List of features in children's clothing.

Have buzz groups develop a list of desirable features in children's clothing.

Identify common elements in today's and yesterday's clothing from a clothing exhibit.

Concept B: Effect of the social world upon the preschool child.

Objective B: Appraisal of the effect of the social world on the preschool child.

Generalization: Provision for a variety of social experiences may lead to improvement in adjustment as a child grows up.

Concept 1: Influence of social experiences upon development.

Objective 1: Analysis of the effect of varying social experiences upon the development of a child.

CONTENT

Growth and maturation are modified and enhanced by experiences.

EDUCATIONAL EXPERIENCES

Knowledge

Members of class recall at what age they started to talk, walk, cut their first teeth, or other indications of development.

Recall experiences with children that have shown characteristics not typical of their particular age.

Use bulletin board display or project pictures of children three, four, or five years old on opaque projector.

Compare the physical differences of children the same age.

Observe children on the playground, in the lunchroom, in Sunday school, in the neighborhood, or with the family, and report individual differences.

Recall play activities of children. List some essential features necessary for satisfactory play.

Consult references to find out different kinds of learnings which are possible for children engaged in play. Ask grandparents about their play and playthings. Note similarities and differences.

Report on differences in personality due to chronological position in family; due to personality.

Observe child playing alone at home. Observe same child playing with brothers and sisters. Compare the ability to play alone with his ability to play with members of his family.

Comprehension

Interpret what may have been contributing factors in the children's choice of play activities.

What features, for example, clothes worn, health, equipment, would limit a child's play?

What would have been the play activities of children during pioneer days?

Compare two families:

1. Large yard with swimming pool, play house, bikes

2. Apartment house with no yard to play

Discussion: How would the children differ? What social problems might result in both? How could the parents remedy some of these problems?

Compare the physical differences of children the same age. Determine whether these differences might make a difference in their social develop-

IDEAS FOR EVALUATION

Judge characteristics observed by students.

Report to class; weigh each factor.

Interpretations by class members.

CONTENT

Since every individual, family, and culture is unique, the process of socialization is different for each participant.

The influences of parents, teachers, peer groups, and mass media are pertinent socializing agencies in building an individual's concept of self.

The behavior of an individual varies according to his social-emotional experiences.

At every age a child needs appropriate equipment, freedom to explore, someone to listen to him and someone to answer his questions.

An individual is continually defining and changing his role within the group. As the individual becomes more socialized, his organizational behavior becomes more complex.

EDUCATIONAL EXPERIENCES

ment. If so, what phases of social development are most apt to be affected?

Discuss gifts that children have received that they did not enjoy.

Did some other child enjoy it? What might have been reasons it was not appreciated?

Differentiate between activities where readiness had been reached by children and those where readiness had not been reached.

Observe the ways in which elementary children are being helped to make better adjustments in home, school, and community. Participate in these activities when possible.

Observe one child in the play school for several days and note what developmental tasks he has completed.

Note what tasks he is coping with. Arrange for games or play equipment which would contribute to various facets of social competency. Keep records of results.

Application

Discuss what social problems a child may have because of desirable or undesirable play experiences.

What play experiences can help a child with social problems?

What physical features can be provided to aid in play?

Predict the effect of adequate play experiences on a child.

Prepare for a "gripe-box" in which younger children irritate their high school sisters. Discuss what can be done about them.

Discuss why each family member is important and should be recognized as an individual.

List the childhood experiences in your own family which have contributed to your feeling of belonging.

Develop basic ground "rules" for interpersonal relationships.

How can adjustments be made for differences in physical development?

Predict what social developments correspond to these physical differences.

Analysis

What might have been some social effects or results from the play of children in earlier days?

What inferences can be drawn from participation in adequate play experiences? From inadequate play experiences?

Distinguish between adequate and inadequate play experiences. Compare lists of childhood experiences of members of the class to see what type of experiences contributed the most.

IDEAS FOR EVALUATION

Buzz session in class.

Evaluation suggestions.

Concept 2: Development of a sense of right and wrong.

Objective 2: Identification of the factors leading to the development of a sense of right and wrong.

Concept a: Factors involved in habit formation.

Objective a: Analysis of the factors in habit formation in relation to the development of a sense of right and wrong.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
A sense of right and wrong is a part of social development.	<p>Knowledge</p> <p>Read references to find out the ways in which children acquire values.</p> <p>Define values, habits, right, wrong.</p> <p>Try to discover the relationship of one's biological inheritance to one's values.</p> <p>Read about the part education and society play in determining a child's values.</p> <p>From your readings find the important developments that mark a change from what is generally regarded as less mature to a more mature sense of right and wrong.</p> <p>Discuss the Golden Rule, the Ten Commandments and other guides which suggest a code of conduct.</p>	
Cultural groups differ in what they consider acceptable behavior.	<p>Comprehension</p> <p>Discussion of such things as conscience, pride, honesty, freedom, justice, mercy, prejudice, morality, bondage, truth, liberty, tolerance, sacrifice, devotion, and idealism.</p> <p>List the ideas which one may acquire from church or Sunday school which may influence a sense of right and wrong.</p> <p>Discuss ways in which desirable habits are formed and the responsibility of individual family members in helping the child to form these habits.</p>	
Children learn habits quickly and are as ready to form good habits as less desirable ones if properly guided.	<p>Application</p> <p>From observation of children in the play school try to determine which children seemed to have the strongest sense of right and wrong.</p> <p>Try to observe these children to see whether their sense of right and wrong is consistent in all situations and at all times.</p> <p>Observe how children react when a peer calls them a "cheater."</p>	<p>Class discussion.</p> <p>Class discussion.</p>
A sense of rightness may be acquired through the development of good habits.	<p>Analysis</p> <p>Make a simple chart that uses stages for marking changes from what is generally regarded as less mature to a more mature sense of right and wrong and find examples from real life situations or situations in the play school that illustrate each stage.</p> <p>Make a list of children's offenses. Check in order of seriousness to you. Arrange offenses in order of seriousness.</p> <p>Prepare a list of suggestions for adults to help children develop a realistic sense of right and wrong.</p>	<p>Discussion.</p>

Concept b: Need for respect, understanding, and acceptance.

Objective b: Identification of the basic rights and needs of children.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Children need to feel respected.

Knowledge

Discuss the meaning of respect. List different people whose respect children need.

As a class, list individual differences which might be observed in kindergartners.

Review basic human needs.

Comprehension

Love and discipline when combined in the socialization process act as balancing factors in developing values.

In buzz sessions discuss the ways adults show or fail to show respect for children.

Dramatize ways in which an adult may show respect for a child.

Observe a kindergarten class to see how teacher handles different types of children and their needs.

Discuss "How do we detect needs in children?"

Work out a bulletin board showing various rights and needs of children.

Study the "Pledge to Children" and discuss which items are the responsibility of the school, family and community.

Application

Class members write down their reactions to the word "rights." Tally answers and see how they line up with "Respecting a child as a person."

Read a story on parent-child relationships. Look for ways in which parents showed concern for (1) rights and (2) needs of children.

Write a short paragraph finishing this sentence "When I baby sit, I can help children by giving them opportunities to"

Home learning experiences: Observe a child in his natural environment, watching for examples of understanding and respect on the part of adults.

Analysis

A respect for children, an understanding of their immature behavior, and an acceptance of them as people has an effect on their development.

Role-play various types of behavior common to this age group. Class analyze situation as to cause and discuss possible ways to guide children.

Arrange for a panel composed of a nursery school or kindergarten teacher, a parent, and a social worker or psychologist to discuss the topic, "Children Are People."

Short check test on observation in kindergarten. Object — to see if girls are aware of purpose of observation.

Write a brief summary of the discussion bringing out main points stressed and implications for girls as baby sitters.

Concept 3: Relationship of sex differences to role behavior.

Objective 3: Organization of concepts relating to behavior because of sex differences in interests of boys and girls.

Concept a: Differences in interests of boys and girls.

Objective a: Analysis of the differences in role interests because of sex.

CONTENT

Boys and girls play together and enjoy the same activities.

When a young child begins to enter into social relations with other children, distinctions between boys and girls are not likely to be very noticeable.

Differences between the average boy and girl are reflected in their social behavior.

EDUCATIONAL EXPERIENCES

Knowledge

Use reference books to find the interests of preschool boys and girls.

Try to recall own early experiences in playing with the opposite sex. What were your feelings?

Comprehension

Discuss effect on small children of teasing about "girl friends" and "boy friends" and about who you're going to marry. Discuss the chances your peer group has to play together and enjoy the same activities.

Discuss the idea that our society is moving toward a "sex-less" society as shown by clothing, division of household duties, care of children and earning a living.

Application

Use the interests of children to provide play equipment for the play school. Note which sex plays with the toys and their manner of playing.

Do the same for books, records and music, games and pictures. Note the reactions of the children.

Analysis

Observe children in play school as they play "house" to see whether they always assume their own sex role.

Observe the differences between the sexes in their reaction to a pretty dress, a new hair-do, a new truck, a child who is unhappy. Analyze to see whether their reactions are similar due to their sex.

Concept b: Differences in behavior patterns.

Objective b: Prediction of differences in behavior patterns of boys and girls.

IDEAS FOR EVALUATION

Class discussions.

Class discussion from observations.

Observations for class discussion.

CONTENT

The stereotyped notion of a "real" boy or a "real" girl deals mainly with superficial aspects of conduct.

EDUCATIONAL EXPERIENCES

Knowledge

From the reference books find the actual differences between boys and girls. List ways in which they differ.

From the reference books find out the differences in the behavior expected of boys and girls according to socio-economic classes. Compare similarities and explain.

View film, "Helping the Child to Accept the Do's," Encyclopaedia Britannica Films. Note do's which are truly feminine or masculine.

Comprehension

Read *Your Own Story* by Marion L. Faegre—Paperback, University of Minnesota or *A Story About You* by M. O. Lerrigo and H. Southard—Paperback, NEA.

Discuss ways in which the subject of sex differences might be presented in a play school.

IDEAS FOR EVALUATION

Discussion.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Consciousness of sex differences increases with the age of children.

Observe in play school, situations which indicate a child's interest or lack of interest in sex differences.

Compare the effects of the "stork-type" story about sex and reproduction with the presentation in Your Own Story upon a child.

Explain briefly how and when you would explain sex differences and reproduction to a preschool child.

Application

What would you do if a boy and a girl were about to use the toilet facilities together?

Discuss how the way this situation was handled might affect a child's attitude about sex.

Observe children in the play school to note any who seem to prefer the opposite sex role.

Where might the child have acquired the desire to be of the opposite sex?

Analysis

Write a brief report on what you would tell a small child about "where babies come from."

Discuss the question, "Why is it important to like being a member of your own sex?"

From your own experiences list the differences in the way boys and girls should act. Compare differences.

In your own family are there differences between what is expected of you and what is expected of your brother.

Written report and discussion.

Written report and discussion.

Discussion.

Concept 4: Importance of developing independence.

Objective 4: Analysis of principles affecting factors of independence.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Independence is a mark of maturity.

Knowledge

Read to find the relationship between self-confidence and skills.

List experiences in your own life in which a skill contributes to your independence.

Read to find the relationship between independence of children and their sex, their siblings, and position in the family.

Read to find what parents and teachers can do to promote independence.

View film, "Frustrating Fours and Fascinating Fives," University of Minnesota, to note development of independence.

View film, "Over-dependency," Minnesota Department of Public Welfare.

Comprehension

Assist some children who need help with their dressing so they become more independent and will gain in self-respect.

CONTENT

Your ability to live your own life, make your own decisions, and stand on your own feet has its roots in your early relationships with your parents.

There are many times when parents would do well to stop, watch, and listen to their children.

EDUCATIONAL EXPERIENCES

List other ways in which children may be assisted to become more independent, such as bathing.

What is meant by the saying: "He is still tied to his mother's apron strings"?

What clues does this give parents about the need to stop, watch, and listen to their children.

List the value of chores in developing independence.

Application

Compare the findings on sex, siblings, and position in family with your own self as far as independence is concerned.

In the play school observe the place of habit formation in the development of independence.

Note which factors seem most important.

Observe a child at home to see what activities he does on his own.

Note the effect on him of skill, praise, and non-interference on the part of the parents.

Analysis

Summarize some of the things children learn about independence from playing with other children.

Discuss other factors which cause one child to be more independent than another in the same family.

From cases you have known, stories you have read, plays and movies you have seen, list some of the ways in which children are "babied" by their parents.

Discuss in class why the parents may be behaving as they do in each case.

Do young people always react the same way to too much parental control? What are some of the more frequent ways in which young people respond to overprotection? Which are the better ways?

IDEAS FOR EVALUATION

Class discussion.

Class discussion.

Concept 5: Need for relationship with others.

Objective 5: Analysis of children's need for relationships with other children, their families, and other adults.

CONTENT

Children need interpersonal relationships.

Individuals seek relationships with others to satisfy

EDUCATIONAL EXPERIENCES

Knowledge

Discuss the terms "interpersonal" and "relationships."

Consider with what people children usually have relationships.

Discuss the attachments which children tend to choose at this age.

Read references about "the child's companions."

Comprehension

Discuss the ways in which children form relationships.

IDEAS FOR EVALUATION

CONTENT

the need for recognition, affection, adequacy, self-expression, and empathy.

The extent to which children learn social skills and some motor skills depends on their interpersonal relationships.

Interpersonal relationships will serve as a motivating force in personality development.

EDUCATIONAL EXPERIENCES

Discuss the differences in relationships formed, for example, parents, other children, siblings.

Discuss the relative importance of attachments children make—importance from child's point of view and that of parents.

Discuss the value of other companions, including pets, as mentioned in reading but not discussed earlier.

Application

Observe relationships between children in play school. List social skills children apparently need to learn, are learning, and have developed.

Divide class into groups and have them choose a social skill. Each group may then show by role-play some of the children's problems in developing the skill.

Discuss how child learns to share, to assert independence, and to have his rights to possessions respected.

Analysis

Have class discuss and compare maturity levels of children who have made friends readily and those who play alone. What social skills are present or lacking?

In buzz groups, discuss personality traits singly, comparing the level of attainment in child with his level of relationship with others, for example, independence, ability to share, concern for others, trust.

Observe a child from beginning of play school until the class is dismissed. Did his opportunity for relationships help him grow?

Home learning experiences:

Interview mother of child observed in play school. Ask for indications of growth as a result of relationships in play school. Report could be written but could also be given orally.

IDEAS FOR EVALUATION

Write this in form of a diary written by child.

Concept C: Relationship of play to the growth and development of children.

Objective C: Appraisal of the needs of children to achieve satisfactory growth through play.

Generalization: At every age a child needs appropriate type of play materials, freedom to explore, to act out his fears and frustrations, and to play out day after day in miniature or symbolically the complicated and essential tasks of human living.

Concept 1: Play as a tool for growth.

Objective 1: Evaluation of the development of children through play.

CONTENT

Play is a child's method of learning and involves exercise, experimentation, and exploration.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on the purposes of play and play equipment.

Define: Play, exercise.

Display of ordinary household play objects and some manufactured toys.

IDEAS FOR EVALUATION

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

In selecting play materials for children consider the stage of development, needs, and interests of the child.

Play provides exercise by putting muscles and mind to work.

Interests of children vary according to their stage of development.

Visit library to see books suitable for children.

Observe emotional situations in which children become involved when playing.

Observe children in different types of play. Note what they are learning in each activity. Visit a toy department.

Comprehension

Have buzz groups give examples of toys and games that meet a child's needs.

Discuss toys and games in relation to their contributions to satisfying the needs of the child at different stages, for example, a large ball vs. a squeaky toy.

Discuss safety features in toys. Collect books for children which they will enjoy. Indicate age groups for each book. Discuss procedures to be followed when reading or telling stories to children.

Discuss ways in which play contributes to mental, physical, and social development of the child.

Discuss ways in which play helps a child master patterns of human interaction and communication.

Plan a bulletin board display of pictures of toys or an exhibit of toys.

Discuss role of adults in children's play.

Discuss effect of play on a child's personality.

Make a bulletin board display of different activities children enjoy. Set up exhibit for PTA of books, games, toys for various ages.

Discuss the effect of a child's environment upon his type of play.

Application

Bring to class a list or examples of appropriate games and toys for specified age group.

Read one book or story to children in play school.

Note reactions and questions. Follow with discussion of story with children.

Divide class into groups to plan and carry out play activities with the children in play school.

Set a play school in department where girls will participate and observe children. Consult bibliography for references on how to organize and evaluate.

Supervise and report on play of children at home.

Learn some new games to teach the children in play school.

Select toy advertisements that have reference to development of children.

Find illustrations of toys and games for different ages. Observe how children use imagination when playing with available toys.

Allow children to dramatize a familiar story, with girls listening for interpretation and imagination.

Contribution to discussion.

Book collection.

Recognition of toys suitable for various ages as shown on bulletin board.

Evaluate ability to teach a game at play school.

CONTENT

A child will develop socially and emotionally through play.

EDUCATIONAL EXPERIENCES

Home experience: Write a short paper on "Children Grow Through Play" based on personal observation of children.

Analysis

Analyze a selected toy or game in relation to its contribution for developing muscular coordination.

Analyze experiences of directing children's play.

Analyze reasons for children using the same play materials in different ways at different age levels.

Plan group games providing opportunities for leadership for each child. Compare development at various age levels.

F.H.A. Plan a party for preschoolers. Allow time for free play, organized play, and social interaction.

Follow up party with a group discussion on types of development they observed, considering age, sibling relationships, opportunities available to child.

Synthesis

Develop a set of criteria for selecting play materials. Include safety, durability, educational value, and appeal to children.

Develop guides that may be followed when directing children's play.

Develop guide for judging children's books. Summarize some of the things children learn from playing with other children.

Evaluation

Evaluate selected toys or games using criteria developed.

Use criteria in selecting a toy or game for a child's gift. Write a paper on the significance of play for children.

IDEAS FOR EVALUATION

Evaluate a short paper on how one child carried her responsibility as leader in a game.

Criteria developed.

Summaries.

Evaluation of toys.

Evaluate papers.

Concept 2: Development of creative expression through play.

Objective 2: Judgment of a conducive climate for creative expression of children.

CONTENT

Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on the development in a child of his awareness and appreciation of aesthetic aspects in his world.

Define: creativity, aesthetic.

Exhibit of materials used to develop creative expression in children.

View exhibit of children's art work. Observe children in original dance, pantomimes, creative dramatic situations, story telling situations.

Observe their ability to express themselves verbally.

Observe ways in which different children approach new materials.

IDEAS FOR EVALUATION

Comprehension

Select records of music for preschool children. Play some for children in the play school. Note their reactions. Observe children in the play school and note evidences of a child using his imagination in use of play materials.

Discuss ways in which children react to different colors, music, textures.

Discuss the effect of a child's environment upon his creative development.

Discuss the types and characteristics of creative materials which could be provided in the play school.

Discuss the importance of encouragement and praise in building a child's faith in his abilities and the importance of respect for the work of others.

Discuss the value of observing children in creative situations for better understanding of the individuality and uniqueness of each child.

Discuss the variations in language ability.

Discuss the value of music in the development of the child's ability to differentiate between sounds and as an opportunity to react to music in his own way. (The sound of his voice, the sound of things around him.)

Bring cartoons from newspapers or magazines which illustrate use of creative materials by children.

Application

Work with different materials with children to motivate them to create meaningful works. Provide opportunities for children for imaginative play — occupations, family life. Note the portrayal of roles.

Analysis

Analyze effects of different colors, music, textures on children. How do they vary? Why should there be a noticeable absence of adult instruction on the use of creative materials?

Analyze the statement: "The child's art product has no value, rather, that this value is secondary to the act of creation." Analyze the various ways in which children dramatize a situation, tell a story, express themselves.

Analyze the statement, "Art is basic to a child's way of life."

Synthesis

Devise a check list to obtain information on the aesthetic growth of the child. Include: His confidence, interest, awareness of environment, inventiveness, individuality of expression, resourcefulness in use of time.

Evaluation

Write a paper on the value of creative materials as a means for a child to express his feelings.

Evaluate the aesthetic growth of a child using the check list developed.

Contribution to discussion.

Check list.

Paper on the value of creative materials.

The capacity for creativity varies with different individuals.

The environmental climate that allows freedom for an individual to explore, to express himself, and to test will foster creativity.

Creativity may be promoted by appropriate play material.

Concept D: Relationship of personality development to emotional and intellectual growth.

Objective D: Analysis of the relationship of personality development to emotional and intellectual growth.

Generalization: As children are given opportunities to grow as individuals, the development of their personalities will be influenced.

Concept 1: Relationship of personality development to maturity.

Objective 1: Evaluation of factors involved in personality development of children.

Concept a: Formation of a personality.

Objective a: Discrimination of the relationship between personality development in children and the personalities of adolescents.

CONTENT

Adolescents wish and need to know themselves.

The factors determining personality formation are developed early in life.

Personality development of adolescents can be better understood through the study of children.

Understanding children will lead adolescents to an understanding of themselves.

EDUCATIONAL EXPERIENCES

Knowledge

Show film, "Sibling Relations and Personality," Audio-Visual Extension Service, University of Minnesota.

Read references on adolescent characteristics.

Complete a check list "Who Am I?"

Comprehension

Discuss characteristics of adolescents.

Discuss what adolescents need to know about themselves.

Dramatize, in groups, the characteristics of adolescents found in references.

Discuss reading: Why is an understanding of children important to us?

In buzz groups discuss ways in which various agencies and individuals help adolescents to understand themselves; discuss check list and write a paragraph listing dominant characteristics of each class member.

Discuss personality traits listed in reading which are typical of adolescents.

Application

Observe children in play school.

Compare characteristics in children to similar ones in adolescents.

Read a story from a magazine such as CO-ED which illustrates a specific personality trait. Have students write a paper on how that characteristic has its roots in childhood and continues to grow through adolescence.

Have a party for preschoolers.

Observe children's characteristics which are also evident in teen-agers. The following day, discuss party with this theme: "I can see myself ten years ago."

Analysis

Observe instances of growth in interpersonal relationships and emotional contact in play school children. Analyze in relation to "average" characteristics for age level.

IDEAS FOR EVALUATION

Short quiz on reading — one word answers.

Paragraph.

CONTENT

The personality of an individual is formed from behavior patterns established in childhood.

EDUCATIONAL EXPERIENCES

Dramatize characteristics of children and then the teen-age version of the same.

Read individual book reports chosen from list including such books as *And Then There Were Eight* and *Please Don't Eat the Daisies*.

Students may choose to write the report or give it orally. Report would include some analysis of personality traits in children with an inventory of these traits in an adolescent.

Class entertains mothers of play school children. A short program would allow girls to explain their observations of social development and their opportunities afforded to understand themselves.

IDEAS FOR EVALUATION

Dramatizations.

Written reports.

Contributions to program.

Concept b: Identification with adults as models.

Objective b: Analysis of the roles of adults as models for children.

CONTENT

Parents are the first models of children.

One way to learn how to act in a given culture is to identify with a person of the same sex.

The emerging personality of the child depends to a large extent on how his parents meet life's problems.

Through identifying and modeling, an individual learns roles, attitudes, and values.

Children will identify themselves with parents and other adults through imitation.

EDUCATIONAL EXPERIENCES

Knowledge

List characteristics of models and followers.

Read references about adult roles as models.

Discuss prevalent attitudes and action in children ages 3-5.

Discuss the growing awareness children have of their environment and also of parents.

Comprehension

Consider ways in which children show their impressions of parents.

Discuss children's behavior as an outgrowth of imitation.

Which activities of parents are most readily copied by children? Discuss in small groups.

Prepare a flannel board exhibit composed of pictures of children imitating adults' role.

Application

Dramatize the role parents play in helping children solve problems.

The problem-solving approach of the parents may be first negative, then positive.

Work out a day's schedule in the life of a four-year-old. What are his problems? How can parents help him meet these problems? How are his problems similar to those of his parents? Look for magazine articles and stories on child development which deal with the role of adults as models. Give individual oral reports.

Tell stories of embarrassing situations created by children because of their tendency to imitate adults.

Analysis

Watch children at doll play. Observe their behavior as they pretend they are mothers and fathers. Find obvious and hidden relationships in behavior.

IDEAS FOR EVALUATION

Write a brief summary of what authors concluded about imitation in children.

CONTENT

EDUCATIONAL EXPERIENCES

Through role-playing groups, dramatize an adult solution to a problem followed by a socio-drama of a child's solution to a similar problem. Show relationships in problem-solving techniques.

Write an original anecdote showing the relationship between parents and children as models and imitators.

Observe in play school the evidence of identification of children with parents of like sex through the selection of activities.

Write a paper on how this will continue and become more refined in the future.

IDEAS FOR EVALUATION

Write a short paper on "My Responsibilities as a Baby Sitter," from the angle of children's tendency to copy or imitate.

Concept c: Influence of mass media on children.

Objective c: Identification of the effects of different types of media on children.

CONTENT

Mass media include radio, TV, newspapers, comics, magazines, and movies.

EDUCATIONAL EXPERIENCES

Knowledge

Take a survey of the class to find out what students do in their spare time; what are favorite types of mass media?

Visit newsstands and find out what they have to sell and what magazines sell in the largest quantity.

Experiment by yourself; watch an educational TV program rather than a favorite and write down the feelings you have as a result. Read literature on the subject.

Comprehension

Collect comic books and strips and compare their contents. Discuss.

Watch TV shows between 5 and 8 p.m. and see how many there are for children and how many unfit for children. Collect results and discuss.

Application

Read a case study done on this problem and discuss it. Compare with findings made previously.

Survey community offerings to see what types of recreational activities and organizations are available in the area.

Analysis

Analyze above experiment on self.

Write a paper on "The proper place of television in an American child's life."

IDEAS FOR EVALUATION

Quiz on reading.

Compare results.

Share results of survey.

Evaluate paper.

Various types of mass media affect personality characteristics of children.

When one understands the nature of the effects that TV and other mass media leave, one can choose more appropriately for children.

Concept 2: Emotional development of the child.

Objective 2: Appraisal of a child's emotional needs for the achievement of satisfactory growth.

CONTENT

A child's needs are based on physical development and his self-concept.

The emotional climate most conducive to development is one in which the individual is valued as a person of worth.

The more secure the individual the more open he can be in relating to the world around him.

A child's need for happiness and security is related to his self-concept and how others treat him.

EDUCATIONAL EXPERIENCES

Knowledge

Brief introduction to developmental tasks.

Define: Play, love, security, happiness, comfort, affection, emotions.

List some physical and emotional needs of a pre-school child on the board. Discuss how these can be satisfied by a parent or parent substitute.

Use resource person to discuss how children grow. Also to discuss some of their behavior problems.

Read references describing behavioral characteristics of children at different ages.

Class brainstorm: Read references on the meaning of discipline. Read references describing how children express emotions such as anger, fear, hate, and jealousy.

Define guidance. Have a counselor speak and define his or her role to the class.

Read what authorities say on advantages and disadvantages of mothers working outside the home when children are of various ages. Consult employed mother.

View films such as "Children's Emotions," "Control Your Emotions," or "Act Your Age," University of Minnesota.

Comprehension

List behavior problems and discuss possible reasons.

Outline the behavioral characteristics of children at different ages.

Discuss meaning of discipline. Discuss how children express their emotions of anger, fear, hate, and jealousy.

Discuss how children express emotions such as love, happiness and affection. Discuss differences and similarities in these emotions.

Make a check list of emotions and check yourself on them. See which ones are most prevalent. Compare to see if they are similar to children's.

Discuss reasons for the importance of treating children as individuals.

Discuss results of research on the effects of mothers working.

Application

Observe children in a play school situation. Look for specified behavioral characteristics.

Have minute drama depicting a guidance situation.

Suggest ways grownups behave which might cause a child to develop behavior problems.

Relate problems noted in observing children to behavior noted in adults and teen-agers.

Discuss to what extent behavior is based on childhood training. Discuss effect of health on behavior.

IDEAS FOR EVALUATION

Compile list.

Write definition of discipline. Write a paragraph describing how a child may express his jealousy over a new baby brother or sister. Teacher use to see where there may be a need to reinforce learning.

Students list questions to ask each other.

Have a self quiz. Check list results.

Write up observations.

CONTENT

The combination of affection and discipline provides an atmosphere for identification.

A child whose basic needs for happiness and security have been satisfied is free to develop into a well-adjusted adult.

An emotionally secure individual masters his environment and shows a certain unity of personality and is able to perceive the world and himself objectively.

EDUCATIONAL EXPERIENCES

Students survey their neighborhoods and list conditions which influence a child's behavior. Discuss what the neighborhood could do to improve conditions.

Assign girls to an afternoon baby-sitting job. Have them try out some new ideas worked on in class.

Analysis

Observe children in a play school situation and make a list of emotional behavior displayed by them. Check those experienced.

State reasons for action and plan a way to help a child overcome an undesirable behavioral trait.

Analyze cartoons and pictures showing children in various situations.

Analyze role-playing. Discuss why it is important for a person to release tensions. Analyze the minute dramas.

IDEAS FOR EVALUATION

Compare job results.

Concept 3: Language development of the child.

Objective 3: Analysis of the factors involved in language development.

CONTENT

Language skills help a child organize his experiences.

EDUCATIONAL EXPERIENCES

Knowledge

Read about language development.

View film, "Learning and Growth," University of Minnesota.

Survey some children in your neighborhood to see when they first begin to talk and what they said.

Make a comparison list.

Define and learn terms connected with language development: Language, imitation, vocabulary, sequence, verbal, larynx, sentence structure, communication.

Listen to a report given on the sequence of language development.

Observe and listen to children who are missing their front teeth.

Ask them to pronounce r's, s's, and z's. Report back what you hear.

Comprehension

Make a chart showing the sequence of language development.

Show a diagram of what happens when people speak. Learn names of parts of neck and throat used.

Discuss "Baby Talk," what it is and what its importance is.

Discuss what influences older people have on children's language.

Give examples of poor language habits children pick up and discuss what to do about them.

IDEAS FOR EVALUATION

Compile lists.

Write out on paper and report to class.

Quiz.

Write a report on one bad habit. Give solution.

CONTENT

Language development relates to an overall general pattern achieved by a child's maturity and experience.

A child's natural way of learning the language is psychologically sound.

EDUCATIONAL EXPERIENCES

Application

Observe children and collect "samples" of their language; bring to class and compare different words and phrases at different age levels.

Have a panel on problems children have with language and some solutions for them.

Make a list of grammatical errors made by several young children observed over a period of a week or so. Classify errors according to types and see where you find most of them.

Discuss how the understandings of a child's language problems can help you be a better babysitter.

Analysis

Observe a child who is retarded in his language growth or has a special problem. What suggestions can you make?

Analyze your own reading background for reasons as to why you read as you do and how this relates to your language development.

Write a paper on "The Importance of Language Development in Children."

IDEAS FOR EVALUATION

LOOKING FORWARD TO THE FUTURE

Introductory Statement

By sixteen, the teen-age girl is becoming emotionally quite stable. She has developed more self-confidence and poise and is ready to be more discriminating. The eleventh grade girl as a result is ready for a more discriminating self-analysis. This resource unit deals in greater depth than other units with the development of a philosophy by which she will guide her life. She is eager to find a sense of direction; therefore, this appears to be the time to use the section of this unit on the differing roles of women. Because she is better equipped for abstract thinking, solving problems, and making decisions, the unit devotes a specific area to the development of this ability.

Unit Objectives

- I. Perception of the relationship of the individual to parents and siblings.
 - A. Appraisal of the relationship of the changes from dependence to independence on parental and sibling relationships.
 - B. Perception of family privileges, responsibilities, and obligations to its members.
- II. Appraisal of a philosophy by which to live.
 - A. Perception of the influence of personal values.
 - B. Analysis of the influence of emotional development.
- III. Identification of preparation for adult responsibilities.
 - A. Analysis of the development of the decision-making process.
 - B. Acceptance of oneself in the role of a potential young woman.
 - C. Judgment of the influence of management on family life.

Unit Suggestions

- I. Major Concept: Relationship of the individual to parents and siblings.

Broad Objective I: Perception of the relationship of the individual to parents and siblings.

Broad Generalization: To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.

Concept A: Change from dependence to independence.

Objective A: Appraisal of the relationship of the changes from dependence to independence on parental and sibling relationships.

Generalization: Gaining independence is a gradual process which has an effect upon one's relationship with others.

CONTENT

Independence begins in the earliest years of life and develops throughout life.

Developmental tasks of parents and children are both complementary and conflicting.

EDUCATIONAL EXPERIENCES

Comprehension

Discuss how parents' methods of child rearing contribute to meeting the basic needs for independence and dependence.

Discuss how a child may learn to show parents and others his needs.

Discuss how living more independently also includes being more self-disciplined.

Discuss "maternal overprotection."

IDEAS FOR EVALUATION

CONTENT

Independence involves a new and more mature relationship with your parents and siblings.

Establishing independence can be adapted by promoting freedom with responsibility.

EDUCATIONAL EXPERIENCES

Application

Buzz groups on helping an individual develop independence. Use the following keys to help understand and guide:

1. Expect only what is fair
2. Set the stage for success
3. Show approval of achievements
4. Give individual unconditional affection
5. Respect him as an individual
6. Desire for freedom: "My mother insists on buying my clothes. She always comes along and buys what she likes whether I like it or not. She doesn't think I have good judgment."

Analysis

Analyze why being open-minded enough to use the advice, opinions, and experiences of others develops independent thinking.

IDEAS FOR EVALUATION

Report results to class.

Evaluate to recognize good analysis and judgment.

Concept B: Development of a sense of responsibility to the family.

Objective B: Perception of family privileges, responsibilities, and obligations.

Generalization: The development of a sense of family responsibility may come with a perception of the privileges, responsibilities, and obligations which result from membership in a family.

CONTENT

Acceptance of responsibility is essential to maturity.

Development of a sense of responsibility begins in the preschool years and increases as the child grows.

As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles and to develop feelings of worth and significance.

EDUCATIONAL EXPERIENCES

Knowledge

Define the terms: Privileges, freedoms, responsibilities, compromise, obligations, complications, and incentives.

View the film, "You and Your Family," Assoc. Films.

Comprehension

Discuss film on the basis of responsibilities of parents.

Discuss the saying that "with each new privilege or freedom come new responsibilities or obligations."

List and discuss new obligations that come with the privilege of learning to drive a car, earning your own money, for example.

Application

Socio-drama: Bring out the conflict between two teen-agers and their parents over the use and upkeep of the family car.

Write a report stating your beliefs about this statement: "Every parent will react favorably to an honest display of increased responsibility on the part of a teen-ager."

Analysis

Complete a check list on the obligations of a home. Rate yourself—never, sometimes, usually, always. Give reasons.

IDEAS FOR EVALUATION

Quiz on definitions.

Evaluate contribution to discussion.

Evaluate report.

CONTENT

As one matures, new responsibilities as well as freedoms will be accepted.

EDUCATIONAL EXPERIENCES

Synthesis

Analyze how democratic life depends on acceptance of responsibility.

Make a plan for earning a particular kind of freedom you want by taking responsibility. Discuss your plans in small groups.

IDEAS FOR EVALUATION

II. Major Concept: Development of a philosophy by which to live.

Broad Objective II: Appraisal of a philosophy by which to live.

Broad Generalization: Evaluating environmental influences may result in the development of a philosophy of life.

Concept A: Influence of personal values.

Objective A: Perception of the influence of personal values.

Generalization: Understanding personal values may result in the development of a philosophy of life.

CONTENT

A philosophy of life is influenced by personal values.

One's philosophy of life includes the decisions one makes.

A philosophy of life also includes beliefs about the meaning and purpose of life which begin to develop in earliest childhood.

Value systems are developed as a person's needs are being met, as he thinks about and reacts to his experiences and as he adjusts to change.

EDUCATIONAL EXPERIENCES

Knowledge

Define: Values, value system, philosophy of life.

Read about the philosophy of life as framework which supports all parts of a person's life.

Read the philosophy of a well-known person as an example of the relationship between values and one's philosophy.

Listen to Dr. Pennington's tape on values given at an FHA convention. Audio Visual Dept., State Dept. of Education. (Send tape for copy.)

List important sources of help in forming one's beliefs or sense of values—religion, books, magazines, observation, and personal contacts.

Read references to determine the meaning of democracy in family life as it relates to the formation of values.

IDEAS FOR EVALUATION

Discussion of the tape.

Comprehension

Discuss: One's philosophy of life includes the ideas of right and wrong which have been developing since childhood.

Discussion of questions to help formulate a philosophy of life, such as: Who Am I? Where Am I Going? What Do I Want Out of Life?

Make a list of your personal values.

Write a theme such as: "Who Am I?" "What Do I Want Out of Life?" "Where Am I Going?"

See a film such as, "Defining Democracy," University of Minnesota, which explains the meaning of democracy in a simple way. Discuss the film.

Point out characteristics of democratic living as: minority as well as majority recognized, cooperative action for common good, freedom with responsibility, free participation.

Discussion.

Quiz.

CONTENT

Personal values reflect a philosophy of life.

Interaction among family members is influenced by expectations of the roles of one's self and others in the family and the values of the family members.

The more accurately one perceives his value system, the greater the ease in choosing among alternatives.

Learning to participate democratically in reaching family goals helps prepare individuals for participation in other social groups.

A person with an established and integrated value system will withstand privations, make sacrifices, and run risks in order to progress toward goals in harmony with his values.

EDUCATIONAL EXPERIENCES

Discuss illustrations from such works of fiction as *Belles on Their Toes* by F. B. Gilbreth and E. G. Carey or from any magazine stories that show families planning and sharing. Discuss the techniques families used to make each member of the family feel important by sharing in planning.

Develop a "code of conduct" which meets today's society demands. Discuss how realistic such a code would be.

Have two skits given before the class. In one show a scene from a democratic family where they are planning or making decisions together about a family problem as "what the family will do for vacation this year." In the other scene have an incident where the father or mother or a child dominates the situation and says it must be what he wants.

Contrast how it feels to be a member of each family.

Plan and carry out plans for family members to share democratically in home living.

1. Have a mock family council showing how families may plan for sharing responsibilities.
2. Plan contributions one can make to successful democratic home life, such as cooperating in family activities, sharing tasks and responsibilities, helping to make and abide by group decisions.
3. Have a panel discussion on this subject: "Should the children have a voice in planning the use of the family income?"
4. Divide into committees and list some family decisions that seem better for the entire family to make. Make a report and justify why they should make the decisions.
5. Discuss how democratic family living will help one to be a more democratic citizen.

Plan ways democracy can be expressed by the class and teacher in their living together in the home economics department. Discuss present practices and plan for using more democratic practices in the home economics department, such as ways of making regulations for group behavior, ways of handling financial problems and housekeeping problems. Plan how such methods of deciding together can carry over to family life.

Discuss these questions:

1. What is democracy?
2. What does it mean to you?

Analysis

Have a panel discussion on "The importance of analyzing what one believes and feels about things in setting up goals for living."

Compare values held important by adults and young people as they relate to common concerns of youth—clothes, recreation, use of car, for example.

Synthesis

Write a paper which explains your philosophy of living based upon your values.

IDEAS FOR EVALUATION

Discussion.

Write a summary.

Written summary.

Reports to class.

Discussion.

Participation in panel.

Discussion.

Written paper.

Concept B: Influence of emotional development.

Objective B: Analysis of the influence of emotional development.

Generalization: Understanding one's emotional development may bring about the development of a philosophy of life.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

A philosophy of life is influenced by one's emotional maturity.

Factors of emotional maturity include that you:

1. Are able to recognize your problems.
2. Can make up your mind about the solution of a problem with a minimum of worry.
3. Can accept your responsibilities with recognition of and confidence in your ability to handle them or to learn new ways of handling them.
4. Can face limitations and admit mistakes.

Knowledge

Define: Emotional maturity.

Identify the factors of emotional maturity.

Comprehension

Discussion of factors of emotional maturity:

1. Can keep attention on work.
2. Can express emotions in a wholesome, constructive way.
3. Can carry heavy emotional burdens without cracking up.
4. Ability to withstand frustrations and disappointment.
5. Has a realistic goal or aim in life and a plan for achieving it.
6. Faces new situations willingly.
7. Self-directed rather than directed by others.

Application

Attitudes, beliefs, values, and needs influence a person's perceptions, interpretations, and value system.

Write a brief statement which explains the principles by which you hope to live. Examples: "This I Believe" or "My Guide to Living."

Analysis

When basic emotional and social needs are being met, an individual is freer to develop a philosophy of life.

Read a story such as found in CO-ED and analyze according to how understanding emotional development may bring about the development of a philosophy by which to live.

Take a test in emotional maturity provided in Vol. VI, No. 1, Illinois Teacher.

Discussion.

Written summary.

Discussion.

III. Major Concept: Preparation for adult responsibilities.

Broad Objective III: Identification of preparation for adult responsibilities.

Broad Generalization: Evaluating one's responsibilities is necessary for preparation toward adulthood.

Concept A: Development of the decision-making process.

Objective A: Analysis of the development of the decision-making process.

Generalization: Decision making has an effect on preparation for adult responsibilities.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Decision making is a step in preparation for adult responsibilities.	Knowledge View film, "Make Your Own Decisions," Coronet or University of Minnesota. Read about the steps necessary in decision making.	Quiz on film.
Disadvantages as well as advantages are usually inherent in alternatives chosen or discarded.	Comprehension Questions to ask yourself in reaching a sound conclusion: 1. How can my making a wrong decision affect the rest of the family? 2. If I make the wrong decision, am I willing to accept the consequences of my choice? List procedures which are used in decision making within the family. Decide whether or not they are democratic.	
Making decisions determines preparation for adult responsibilities.	Application Put on a skit showing a teen-ager faced with a difficult decision to make. Use the steps necessary in decision making.	Discussion.
Decisions are affected by the interactions of factors which influence managerial behavior.		
Satisfactory decisions may involve family members in different ways at different times.	Analysis Discuss the problem of young people who are too dependent upon their parents and always let their parents make all their decisions for them. What effect would making the wrong decisions have upon their development? How could a compromise be reached between parents and young people?	Written summaries.

Concept B: Differing roles of women.

Objective B: Acceptance of one's self in the role of a potential young woman.

Generalization: The acceptance of the feminine role by the adolescent girl tends to make other developmental tasks easier.

Concept 1: Difference in feminine and masculine roles.

Objective 1: Prediction of the effect of differences in roles.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Feminine and masculine roles of our society vary.	Knowledge Read Louisa May Alcott's Little Women to discover the roles of the four daughters.	

CONTENT

Certain roles of men and women in the family are not as sharply differentiated today as they were in the past.

In our culture, the feminine role has more latitude than the masculine.

Accepting the feminine role provides acceptance of the potential of motherhood.

EDUCATIONAL EXPERIENCES

Use characters of a current movie, TV, or book to identify the feminine role.

Think of traits which are peculiarly feminine in connotation.

Think of traits which are commonly masculine in character.

Comprehension

Discuss characteristics which are not commonly expected of boys but are generally accepted in girls; for example, boys are expected to be brave and not cry. Girls can wear slacks but boys do not wear skirts.

Discuss what being a young woman really means.

Write a paper describing the differences in the four girls in *Little Women*.

Application

Complete the check list started earlier.

IDEAS FOR EVALUATION

Evaluate paper.

Submit check list for evaluation.

Concept 2: Effect of employment and education upon the role of women.

Objective 2: Relating the effect of employment and education upon the role of women.

CONTENT

Exploring the different possibilities in each field helps in making a wiser decision.

EDUCATIONAL EXPERIENCES

Comprehension

Class discusses many possibilities as to what members may do after graduation; such as, continue schooling in college, business or technical school, get married, start to work, go into armed services.

Discuss how education enriches personal and family living.

Consider advantages and disadvantages of the various possibilities. Groups separate according to their interests and prepare plans together with the teacher for studying their chosen field. Plans may include the following:

Important points to consider in that field.

Ways of getting information about this field.

Ways of presenting findings to the class.

Make a list of the various types of advanced schooling available. Make a study of each of the schools mentioned, showing such factors as courses offered, total cost, and time needed to complete course, and qualifications of applicants. Interview persons in the community about possible openings for people trained in various fields, especially those related to homemaking, and the range of pay they might receive.

Discuss impressions. Have persons representing the various types of schools speak to the class on such topics as:

Training available in occupations related to home economics.

IDEAS FOR EVALUATION

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Fields in which they are best qualified to train.

Personal qualifications necessary for success in their school.

Discuss the question: "What are some of the things I need to consider if I choose to get further schooling?" Some possible considerations may be family finances, personal ability, and health.

Suggest various occupations that pupils are most interested in. From this list, select those which high school graduates may enter, such as hotel worker, helpers in various trades, sales persons.

Consider such points as: Will I be happy in this job for many years? What are the possibilities for advancement? What special traits must I have or must I develop in order to go into this work? Pose the question: "In what occupation can the homemaking training I received be of value in choosing a job?" Compile possibilities and tell how the training is related. Examples: Knowledge of fabrics may lead to a sales job in a dry goods store. Work in foods may lead to jobs in restaurants.

Discuss characteristics of a successful homemaker.

Make a list of all the jobs a homemaker has to do.

Discuss helps she has, or can get that have or have not enabled her to do a better job.

Ask a successful homemaker to talk to the class on "Joys and satisfactions of being a homemaker."

Conduct a discussion to bring out the importance of homemaking as a career.

Invite a resource person—such as one who has traveled, one active in an organization on a national level, one who has lived in another country—to tell how they have added richness to their lives.

Ask a homemaker who has had home economics in college to speak on the importance of preparing for a career in addition to homemaking.

Ask a widow or woman who has an ill husband to speak to the class on the importance of being prepared to be the "bread winner."

Portray a socio-drama or give the play "Help Wanted"—Human Relations Aids, New York, to indicate family reaction to the subject of working wives and mothers.

Application

Prepare a bulletin board showing the career opportunities for women.

Arrange a display showing the different types of schools, various jobs available for the properly trained, and any other information that may have been found concerning such schools.

Analysis

Write a theme on the role you wish to play as a woman.

The assessment of a resource in terms of other resources or managerial activities clarifies its contribution to management.

Evaluate student's ability to assess the homemaker's role.

Evaluate drama.

Evaluate report.

Employment has many immediate satisfactions but considerations must be given to personal growth and the eventual possibility of such employment.

Concept C: Contributions to management of the home.

Objective C: Judgment of the influence of management on family life.

Generalization: Good home management helps build wholesome relationships among family members.

CONTENT

Management of the home is keeping it running smoothly from day to day.

Individual and family organization patterns differ in aim and effect.

Effective management of a home depends on one's ability to organize time and utilize resources.

Implementation of plans involves reappraisal and adjustment of procedures to meet changing conditions.

EDUCATIONAL EXPERIENCES

Knowledge

Read about management procedures. Invite speakers, perhaps a young mother to explain her schedule for the day, a working wife or a working mother.

Read about the effect of management on the community, family, and individual.

View the film, "Planning for Success," Coronet or University of Minnesota.

Comprehension

Discuss several examples of different problems in home management for different families. Examples of these problems can be found on page 60 of Management for Better Living by Mary C. Starr.

View film, "Is There a Typical Family." Guidance Series—Young America. Discuss.

Study film, "Story of Human Energy," Modern.

Fill out questionnaire on management skills that student is skilled in.

Discuss the statement: "There is no such person as a born manager, all of us must learn to manage."

Each person write a description of a person he thinks is a good manager. Have two skits showing a situation where:

1. A cooperative plan has been developed for having family meals at a set time.
2. There has been no definite planning.

Discuss the various family members and how they might each be utilized in a family. Role-play several.

Have a panel of three mothers with a pupil as moderator discuss responsibilities of the mothers in times of family illness.

Give reports on pamphlets from U.S.D.A. and Consumer Reports on various phases of management other than time and energy.

Application

Interview your own family members to discover the community activities they participate in, responsibilities they assume, benefits they receive, and home management involved.

Discuss how being a good manager adds to satisfaction in living.

Make a schedule of daily, monthly, and seasonal care required in your own home and indicate how family members will share in that responsibility.

Make a schedule of how two people may share a room.

IDEAS FOR EVALUATION

Evaluate paper.

Contributions to discussion.

Check for completeness of list.

CONTENT

Decisions of individuals and families reflect differences in the perception of goals and goal achievements.

Flexibility in standards influences adaptability to changing conditions.

Following effective management procedures may strengthen family life.

Satisfactory decisions may involve family members in different ways at different times.

EDUCATIONAL EXPERIENCES

Students give demonstrations on various household skills and discuss how management may be made more effective.

Describe several mothers each of whom performs certain functions in home management especially well. List the characteristics in which each of them is outstanding.

Discuss with your mother or neighbor her biggest problems in home management. Find out how she tries to solve them. Write up your interview as though it were to be published as a feature story in a newspaper or magazine.

Analysis

Have each student assume responsibility for certain duties and analyze how this influences her family.

Give two case studies and analyze how management might help each of the two families to have a better family relationship.

Compile a check list of management outcomes.

IDEAS FOR EVALUATION

Evaluate demonstration.

Evaluate interview.

Class or individual analysis.

Analyze check list.

THE FAMILY IN THE MODERN WORLD

Introductory Statement

One of the competencies listed in *New Directions* is to "create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family life cycle." When studying the family, it is important to emphasize that a satisfying home life is something one must work toward; that human relationships are extremely complex and actually little understood. In today's accelerated society, the family plays a greater part than ever before in educating young people to live in a drastically changing society and living meaningfully and creatively with joy and fulfillment.

The young adult is emerging as an individual. He wants to find meaning in his life and develop a code of ethics to incorporate into the philosophy of life he is initiating. His area of greatest interest is perhaps in interpersonal relations with the opposite sex and subsequently selection of a mate, responsibilities as a marriage partner and of parenthood. Since the greatest percentage of girls are married within five years after graduation from high school and the majority of boys become husbands and fathers, it seems most important to include a course in the twelfth grade dealing with family life.

The selection of the concept of "values as a basis for interpersonal relationships" for inclusion in this family relationships resource unit can be justified on several grounds. Students entering their senior year are being called upon to make some very important decisions at this point in their lives. They are, also, according to Havighurst, seeking to accomplish this developmental task identified as developing a philosophy of life. Therefore, is it not the responsibility of the school to aid the students in developing the intellectual skills essential to handling this task effectively?

The study of values is particularly relevant to a consideration of the interpersonal relationships in marriage; for the nature of interaction between individuals relates directly to the values which are upheld. To deal intelligently with this concept in relation to the interpersonal relationships of marriage, the students must have obtained some degree of understanding of the nature of these relationships. Its consideration at this point might also serve as an effective culmination of the unit in that it will aid in tying together all the concepts studied with the universal element of values. It is, therefore, suggested that the teacher relate and use the concepts developed in this section of the unit as points of departure for this study of values whenever it is relevant.

Through presentation and study of family life, behavior, functions, and values in the American and other cultures; through the study of social change which gives students the necessary historical perspective to comprehend their modern world; and through studies of interpersonal relations and adjustments in all phases of the family life cycle, it is hoped that an atmosphere will prevail which will give the opportunity for understanding and acquiring a positive attitude toward family life.

Unit Objectives

- I. Appraisal of the similarities and differences of families in various cultures.
 - A. Comparison of family structures in various cultures.
 - B. Appraisal of the family patterns in the American subcultures.
 - C. Evaluation of the relationship of various families to their community.
 - D. Readiness to revise judgments or change behavior in light of certain evidence.
- II. Evaluation of values guiding interpersonal relationships in marriage.
 - A. Identification of the role of values in interpersonal relationships.
 - B. Analysis of the sources of personal values.
 - C. Influence of conflicting values on interpersonal relationships.

- III. Weighing the value of the relationship between preparation for marriage and its success.
 - A. Perception of one's self to distinguish maturity as it relates to personal readiness for marriage.
 - B. Perception of one's self in relation to the type of mate with whom one would most likely be compatible.
 - C. Weighing the value of the role that the engagement period plays in the preparation for marriage.
 - D. Comparison of the relationship of the legal, social, and religious aspects of marriage.
- IV. Evaluation of a variety of solutions to common problems that occur during the establishment phase of marriage.
 - A. Appraisal of the adjustments necessary in the establishment phase of marriage.
 - B. Perception of the problems facing a disoriented family.
 - C. Allocation of the family income for the greatest satisfaction to the family.
- V. Appraisal of the responsibilities of parenthood.
 - A. Judgment of the effect of education in human development on the emotional well-being of the family.
 - B. Comparison of the developmental characteristics of the infancy period in the growth and development of an individual.
 - C. Comparison of the developmental characteristics and needs of the individual during childhood.
 - D. Analysis of factors influencing social, emotional, and intellectual development of the child from 6-12.
 - E. Appraisal of the agencies available to assist a parent in family problems.
- VI. Evaluation of a variety of solutions to common problems that occur during the contracting stage of the family life cycle.
 - A. Appraisal of problems that occur during the launching phase of the family life cycle.
 - B. Appraisal of problems that occur during the middle years of the family life cycle.
 - C. Appraisal of the problems that occur during the aging phase of the family life cycle.

Unit Suggestions

I. Major Concept: The family in world perspective.

Broad Objective I: Appraisal of the similarities and differences of families in various cultures.

Broad Generalization: Every known society has values which give direction to behavior and determine the functions and meanings of family life.

Concept A: Cultural differences in relation to family behavior and functions.

Objective A: Comparison of family structures in various cultures.

Generalization: The acceptability of a value or behavior is influenced by cultural relativity.

CONTENT

There are similarities and varieties in family patterns among all societies and among all human beings, such as family structures, authority patterns, and ways of solving problems and of achieving family goals.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on the various biological types of families. Trace the anthropological foundations of families, for example, polygamy, monogamy, polyandry.

Discuss differing definitions of the family.

IDEAS FOR EVALUATION

Discussion.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Comprehension

Symposium discussion on similarities and varieties in family patterns in five different cultures, for example, China, Russia, India, Japan, America.

View movies:

Hindu Family

Japanese Family

People of the Congo

Peiping Family

University of Minnesota Audio-Visual or McGraw-Hill. Discuss.

Resource person: For example, a member of the community who has traveled extensively in other countries. Discuss.

Follow-up discussion.

Discuss why we have the institution of the family — bring in the Israeli kibbutz or Chinese family for comparison.

Application

Understanding people of other cultures develops as one's knowledge of all aspects of their way of life increases.

Cultures differ in what values and behaviors are acceptable.

Research project, paper, visual aids, crafts items on family traditions and cultures that have influenced the American — North, South, East, Western America.

Do a research project on mothers of three cultures, fathers of three cultures, child rearing in three cultures.

Evaluation of written work.

Analysis

The values and behavior patterns displayed by individuals will vary with the cultural background of the family unit.

Why is particular behavior necessary or applicable to family life in a particular culture? That is, what does the society accomplish by having marriages arranged — for the individual, for the family, and for the society.

Follow-up discussion.

Concept B: Social forces affecting families in American subcultures.

Objective B: Appraisal of the family patterns in the American subcultures.

Generalization: Each family, as a part of society, affects and is affected by all aspects of the society.

Concept 1: Functions of the family.

Objective 1: Integration of primary family functions into an individual family behavior pattern.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

Read references on the functions of the family.

Comprehension

The primary functions of American families are: To meet basic needs of their members, to produce healthy personalities, and to prepare individuals for a meaningful existence in society.

Discuss how the functions of the family have changed from 50 years ago.

Participation in discussion.

Discuss the functions families now share with other social agencies.

CONTENT

The family or family substitute provides a setting for personal development of its members, for learning to relate to people and to meet situations, for progressing through stages of the family life cycle, and for gaining capacity to handle the variety of crises in life.

Universal values families hold in common are: Love, knowledge, art, health, comfort, ambitions, recreation, religion.

Individual values are affected by the cultural milieu of which a person is a part.

The common values held by families and the creative utilization of differences contribute to enrichment of living and strength in our society.

The behavior pattern of individuals may reflect the family cultural background or another culture to which the individual ascribes.

Family behavior is evidence of values held by families.

EDUCATIONAL EXPERIENCES

Discuss why the family in America cannot assume the total role of educating its young because of the vast store of knowledge and new knowledge being assimilated.

Discuss a southern Negro family, a poverty-stricken Appalachian family, a New York City Puerto Rican family in comparison with a middle-class American family to see how interpretation of functions may differ.

Read short books: *The Other America*, M. Harrington; *The Poor Have Children*, L. Rainwater. Discuss students' reactions.

Discuss ways in which families may preserve or change family cultural patterns since the family is the primary transmitter of culture. Reflect on the responsibility of each generation to live and learn and pass on to the next generation that which will lift its level of living and provide a sound cultural background.

Application

Do a research paper on a family of an American subculture relating values and behaviors.

Analysis

Have students explain the why of two of the following statements. According to one author the family of the future will be:

1. More democratic than patriarchal.
2. More affectionate than economically productive.
3. More adaptable than rigidly loyal.
4. More versatile in the performance of family tasks.
5. More concerned with homemaking than house-keeping.
6. More person-centered than work-centered.

Synthesis

Project a plan relating how you would link and apply values and behaviors in creating your future family life.

IDEAS FOR EVALUATION

Participation in discussion.

Discussion.

Evaluate paper.

Evaluate essay.

Evaluate written work.

Concept 2: Influence of different types of families.

Objective 2: Distinguish between differing family patterns in American society.

CONTENT

There are various types of family units to be found in American society.

EDUCATIONAL EXPERIENCES

Knowledge

Read and discuss types of families:

- matriarchal, including unwed mother families
- patriarchal
- equalitarian
- single person:
 - widow
 - divorcee
 - single (never married)
- foster

IDEAS FOR EVALUATION

Written test on terms.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

View movie, "Families Without Fathers," University of Minnesota Audio-Visual. Discuss.

Comprehension

Describe families in own neighborhood. List ways that are different, ways that are alike.

Discuss how families have different ways of demonstrating their affection.

Discuss roles of family members in major and minor decisions. (power structure study)

Role-play a family making decisions in equalitarian, authoritarian manner.

Observe and discuss film, "Roots of Happiness," University of Minnesota.

Score role-play.

Application

Do a power study of an anonymous family using a questionnaire.

Evaluate study.

Analysis

Discuss family differences and discriminate between healthy and unhealthy factors which affect family life.

Analyze five different types of families to discover how their values may guide their behavior:

- "Things" centered family
- "People" centered family
- "Idea" centered family
- "Activities" centered family
- "Status" centered family

Participation in discussion.

Synthesis

Compose criteria for use in evaluating professional research material and popular magazine articles in family life.

Evaluation

Evaluate a selection of research studies and articles in popular magazines for their logical relationships — refer to criteria set up for judging relevant and fallacious reasoning.

Evaluation of written work.

Concept 3: Effect of social and economic change.

Objective 3: Appraisal of changing connections and interactions in the family caused by social and economic change.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

Read about the following changes that have taken place in Western society:

- Rural to urban movement
- Production to consumption
- Working women
- Mobility
- Provincial to at home in the world
- War, depression, unemployed

Verbal quiz.

The survival of families today is dependent upon their ability to meet changes.

Change actually occurs first in the material culture which produces change in the immaterial culture.

CONTENT

Each family is a part of society and affects and is affected by all aspects of society.

Social and economic forces have an effect on family life.

Social change resulting from technological advances, political strategy, and newly emerging or absorbed ideologies places strain on cohesion within and between families.

Due to a number of changes, various social agencies have assumed some former responsibilities of the family.

The family of today develops values which help to determine its major goals.

When individuals understand change and have some methods and resources for coping with it, they can be a force in determining change.

EDUCATIONAL EXPERIENCES

Comprehension

Discuss how one change, for example, production to consumption, has influenced family life.

Refer to David Riesman's *The Lonely Crowd*.

Use resource person:

AAA

Welfare agency

Marriage counseling

Senior citizens

Application — Analysis

Have several students describe families they think are extremely well adjusted.

Analyze their reasons for being this way in light of adjusting to change.

Make a list of changes in family life from 50 years ago and record illustrations and results of these changes.

Watch a TV program such as "Father Knows Best" and pick out factors related to change and analyze them.

View movie, "Have I Told You Lately That I Love You," University of Minnesota Audio-Visual.

Pick out aspects of economic change and analyze how they have changed family life.

Synthesis

Have students develop an outline on the topic "Why There Is No Such Thing As a Typical Family." Then have class discussion.

Members of class devise a list of criteria for families to be able to meet change more successfully.

Each student prepare a paper on changes he expects to come about in the future and what families must do in order to be able to meet them.

Evaluation

Develop a set of criteria for goals the family of today must have in order to be successful in our changing world. Test criteria on a fictional family, student's own family, a family of student's choice.

Class members make generalizations regarding successful families using family goals as basis.

Class members write a paper on the effect of change and how it has probably influenced him and his family.

IDEAS FOR EVALUATION

Discussion.

Make a list of the reasons given and cross out those not applicable to this idea.

Compare results.

Do outline over after discussion and hand in.

Teacher compile list, class analyze and revise list.

Evaluate criteria by comparing results of testing on fictional family.

Class evaluate generalizations for value content.

Concept 4: Stages of the family life cycle.

Objective 4: Synthesis of each stage of the family life cycle.

CONTENT

The stages in the life cycle in family development are:

EDUCATIONAL EXPERIENCES

Knowledge

Read references on each of the stages in the life cycle and the development which occurs in each

IDEAS FOR EVALUATION

CONTENT

1. childhood
2. youth before marriage
3. early adulthood
4. middle age
5. old age

Most families in our society go through quite similar family life cycles.

Each stage of the family cycle requires adjustments and each has certain satisfactions.

Socialization of different generations contributes to variations in attitudes, beliefs, and practices.

Each period of growth and development is accompanied by certain tasks which, if accomplished, contribute to the success in the next period; if not accomplished, development at the next step is more difficult.

Anticipating changes in one's family life cycle can help individuals adjust to these changes.

Interaction among family members is influenced by expectations of the roles of one's self and others in the family.

EDUCATIONAL EXPERIENCES

stage. Bring out characteristics common to everyone's life cycle, for example, interdependence.

Comprehension

Divide into five groups — one for each stage — and list the steps in development which the group thinks are important in the particular stage. Report to class.

Application

Class divides into two groups to work further on discovering the rights and privileges of individuals at different levels of development. Groups can make use of written materials, interviews, and surveys. Group to study privileges can take a class survey of special contributions families have made in the way of extra privileges. A survey of other levels of development will help in making and drawing conclusions.

Report on findings to class in two panel discussions.

Analysis

Analyze in a paper or through an oral presentation, one of these topics:

1. Adjust goals during the different phases of the family life cycle.
2. Resolve differences in problem areas.
3. Appreciate the importance of sound financial planning to achieve family goals.
4. Recognize disruptive elements that may occur early in marriage.
5. Prepare for changes in the future role as a parent.
6. Understand the nature of divorce as an unhappy ending to marriage.
7. Identify agencies that are able to help families restore harmony.

Discuss the responsibilities in the different stages of the life cycle.

Symposium on individual thinking in one stage and in early, middle, or late development in that stage to see age correlations with responsibilities.

Synthesis

Devise a set of criteria by which to determine the extent of influence of developmental characteristics on behavior.

Devise a set of criteria by which to determine the influences of society on behavior.

IDEAS FOR EVALUATION

Class discussion.

Judge criteria.

Concept C: Interaction between family and community.

Objective C: Evaluation of the relationship of various families to their community.

Generalization: The interaction between the community and families has a distinct contribution to the growth of each individual.

Concept 1: Community responsibilities.

Objective 1: Integration of community responsibilities into an individual family behavior pattern.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Families and the community share responsibilities for meeting needs of family members as health, safety, religion, recreation.

Families are more likely to have the kind of community they desire when they help determine community objectives, policies, and the persons to implement them.

Laws pertaining to marriage and family welfare reflect the attitude and values of society toward family life.

Assumption of community responsibilities by the parents will have an effect on the behavior patterns developed by the children.

Knowledge

Read and/or discuss which responsibilities are fulfilled by the family, which by the community, and those by both.

Comprehension

Discuss what happens if a family refutes its community responsibilities or if a community refutes a family.

Discuss "Why are we responsible to our community?"

Discuss some of the agencies in the community that are available to help a family fulfill responsibilities.

Application

Symposium on an aspect of the law and the family.
Resource person: Lawyer, judge, probation officer; discussion after their talk.

Analysis

Analyze the philosophy behind a welfare program, as Aid to Dependent Children, and its reasons for the program's existence.

Concept 2: Effect of social forces upon the family and community.

Objective 2: Perception of the social forces affecting the family and community.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Social forces affecting the family include: Public opinion, religious forces, political forces, special interest groups, for example, business, labor unions, farmer organizations.

The community social forces have an effect upon the family and its cultural environment.

Social pressures must be evaluated in regard to their

Knowledge

Identify some of the social forces that may exist in community. Read about them.

Comprehension

Discuss how some of these forces operate and why their motives should be logically evaluated.

Application

Role-play on the negative and positive effects of social pressure.

Discuss when this force may be helpful, when detrimental.

Analysis

Analyze what good citizenship means and why a family has a responsibility to its community.

Discussion.

Role-play interpretation.

CONTENT

positive and negative effects upon family unit and its members.

EDUCATIONAL EXPERIENCES

Synthesis

Develop a criteria for evaluating good citizenship. Discuss how you could improve your individual and your family's citizenship.

IDEAS FOR EVALUATION

Judge criteria.

Concept D: Problems of asocial behavior.

Objective D: Readiness to revise judgments or change behavior in light of certain evidence.

Generalization: Abnormal social behavior patterns of individuals may have a serious effect on the individual and his family, and create societal problems.

CONTENT

Awareness of problems resulting from asocial behavior is essential to establishment of a personal code of behavior.

Asocial behavior includes promiscuity and abnormal sex practices.

EDUCATIONAL EXPERIENCES

Knowledge

Define terms: Asocial behavior, promiscuity, abnormal sex practices, perversion, rape, abduction, mutilation, drug usage, smoking, illegitimacy, venereal disease, wanton destruction.

Movies: "A Quarter of a Million Teenagers" (drugs), "Alcohol and the Human Body," "The Innocent Party," "The Unwed Mother," "Search for Serenity" (woman alcoholic), Minnesota Department of Health.

Find statistical data on current problems in use of drugs, unwed mothers, venereal disease, and others.

Find out about the agencies available to help people.

Speakers from: Welfare Department, probation office or juvenile court, public health — on venereal disease, drinking, drugs, smoking.

Symposiums:

Lawyers — legal aspects

Doctors — health aspects

Clergymen

Case worker — help sources

Interview director of home for unwed mothers.

Assigned readings.

Comprehension

Discussion of movies — what caused the problem.

Books to read: *Days of Wine and Roses* by J. P. Miller, *Catcher in the Rye* and *Franny and Zooey* by J. D. Salinger, *Man with the Golden Arm* by Nelson Algren. Also use current magazine and newspaper articles.

Application

Write a paper on the possible effect of the asocial behavior to the individual, family, community. Use a case situation or movies.

Analysis

Using a case situation from movie or socio-dramas, analyze the possible cause and/or effect of the asocial behavior on the individual, family, and community.

IDEAS FOR EVALUATION

Asocial practices lead to injured health, family upheaval, financial burden to the community, social stigma, and emotional disturbances.

Recognition of causes and effects of asocial behavior may lead to the revision of

CONTENT

judgments or change in behavior of an individual.

EDUCATIONAL EXPERIENCES

Synthesis

Using brainstorming—identify asocial situations in your community and state.

Propose possible methods of prevention.

Evaluation

Develop a code of behavior for yourself which might help you make a decision or deal with these situations should they arise.

IDEAS FOR EVALUATION

II. Major Concept: Values as a basis for interpersonal relationships in marriage.

Broad Objective II: Evaluation of values guiding interpersonal relationships in marriage.

Broad Generalization: All societies and every individual have values which give direction to their behavior within the interpersonal relationship of marriage.

Concept A: Role of values in interpersonal relationships.

Objective A: Identification of the role of values in interpersonal relationships.

Generalization: Values have an effect on the nature of interpersonal relationships by determining how an individual will conduct himself, by enabling an individual to know what to expect of others, and by serving as the basis for judging the behavior of others.

Concept 1: Difference between values and facts.

Objective 1: Distinguishing the difference between factual and value statements.

CONTENT

A value is a motivating force, a selecting factor, and an appraising concept which enables us to make choices among alternative paths of action.

EDUCATIONAL EXPERIENCES

Receiving — Knowledge

Show a film illustrating conflict within an interpersonal relationship. Example: "Getting Along with Parents," Encyclopaedia Britannica Films, Inc. In viewing the film, an individual or a group of students should be assigned to focus their attention on one specific character or family in the film.

Discussion following the viewing of the film should lead the students to think in terms of why people behave as they do, why they behave differently, and what might be motivating or directing their behavior. Students should attempt to consider as many ideas as possible without drawing specific conclusions.

To aid the formulation of a definition of the terms value and fact, students read selected reference materials for descriptions of these terms.

Comprehension — Awareness

Students contribute their interpretation of the meaning of value and fact in class discussion. Then, as a class, formulate a definition for each of these terms.

To interpret what is meant by a motivating force, a selecting factor and an appraising concept, the students write a brief description of three different values, describing how one serves as a motivating force, how one serves as a selecting factor, and how one serves as an appraising concept.

IDEAS FOR EVALUATION

Evaluate description which students write. Analyze descriptions for appropriateness of value selected and content of description.

CONTENT

Being able to distinguish between a fact and a value contributes toward the development of a value system.

Learning to identify values will enable one to see how they operate as a motivating, selecting, or appraising factor.

EDUCATIONAL EXPERIENCES

To interpret the difference between a value statement and a statement of fact, as a class, formulate examples of each of these types of statements and discuss their differences.

Application — Responding

To demonstrate comprehension of the differences between a statement of fact and a statement of value, students when presented with a list of statements show that they are able to pick out those which are value statements and those which are statements of fact.

Towards a similar purpose as stated above, students within buzz groups develop statements with which one is commonly confronted in popular literature, based on their knowledge of family relationships and marriage.

Indicate which are statements of value and which are statements of fact.

Analysis

To identify value statements in context, students pinpoint those which are incorporated within a popular article on marriage.

To identify values which serve as a motivating factor, as a class, buzz groups, or individuals examine or re-examine the marriage laws from various states.

What seem to be the underlying values which have motivated the making of such laws?

To identify values which serve as a selecting factor, students analyze a case study involving, for example, decisions around spending the family income. Pinpoint values which serve as the basic factor behind the selection of one way of spending over another.

To identify values which serve as an appraising factor, present a large picture, or enough small ones for each class member, of an interpersonal situation in the family. Have the class or each individual make up a story describing what has gone on in the situation prior to the taking of the picture, what is taking place in the picture, and what possible future activity will take place.

Exchange the stories among the class members and have them list the values which seem to underlie the stories. How do individuals' values influence our interpretation of a particular situation?

IDEAS FOR EVALUATION

Evaluate responses students make to statements of fact and of value.

Evaluate student's written analysis of popular article.

Concept 2: Influence of values held.

Objective 2: Analysis of the ways individuals express values.

CONTENT

Values which people hold can be inferred through their expression in behavior.

EDUCATIONAL EXPERIENCES

Knowledge

To acquaint themselves with the types of values which people hold particularly in relation to marriage and interpersonal relationships, students review selected references reporting research findings on the study of values.

IDEAS FOR EVALUATION

CONTENT

Part of the process of maturing is using values as criteria for decisions.

Attitudes, beliefs, values, and needs influence a person's perceptions, interpretations, and other behavior.

When a person is free to be himself, his behavior tends to be consistent with his values.

Identifying values operating in human behavior will enable one to analyze one's own behavior for values operating.

EDUCATIONAL EXPERIENCES

To recognize the many ways in which people express themselves, brainstorm as a class and outline ideas concerning the ways in which people express themselves.

Comprehension—Awareness

To comprehend how a particular value is expressed through behavior, each student selects a value relating to marriage, perhaps one of those identified through research earlier. They prepare for class discussion, panel presentation, or a written presentation, their interpretation of the meaning of the value, an indication of ways in which people might express this value by their behavior, and an indication of the way in which behavior might indicate a lack of such a value.

Application — Responding

To demonstrate how behavior can express one's values, class members engage in several role-playing situations centered around the dating and courtship experience.

Through role-playing, they are to depict how such values as consideration of the worth of others or the lack of respect for other's point of view, honesty, can be expressed through behavior.

Analysis

To identify values held by individuals, students view a movie, act out a short play, listen to a tape, read a story which presents a situation related to marriage or courtship.

Students' attention should be focused on one individual or one aspect of the situation. They should look for evidences within the behavior expressed that might identify the value or values held — was it a positive or negative expression of the value, does the evidence indicate how strongly the value is held?

To discover the expression of values in mass media, collect a series of advertisements written to influence young newlyweds. Analyze each for an expression of value.

To identify the various ways in which a value is expressed in day-to-day living, each student selects several specific values and keeps a scrapbook of articles, news reports, editorials, cartoons, and pictures selecting for inclusion items which show the various applications of these values in everyday living.

IDEAS FOR EVALUATION

Evaluate student's presentation.

Present students with written arguments both pro and con concerning the question of working wives and mothers.

Students are to identify what values are expressed in each of these arguments.

Evaluate student's written analysis of advertisements.

Concept B: Influence of the sources of personal values.

Objective B: Analysis of the sources of personal values.

Generalization: If a person is able to trace the origin of values, then he will act upon these values or view the values of others with more intelligent understanding.

Concept 1: Sources of values.

Objective 1: Prediction of the effect of the source of one's value upon one's behavior pattern.

CONTENT

Values are acquired in the process of living from such sources as religious authorities, laws, superstitions or customs, family patterns, secular authorities, and cultural prescriptions.

Some of the most influential and compelling values are held unconsciously because they have been incorporated into the life stream of the individual.

The environment in which we live will affect the values we hold.

EDUCATIONAL EXPERIENCES

Knowledge

To acquaint one's self with specific information on the effect of various family patterns on value formation and character development, read reports on research findings in this area. Example: *The Psychology of Character Development* by Peck and Havighurst. A summary was reported in *Teen Times*, September, 1961. Reports given by class members from Bergan Evan's book, *The Natural History of Nonsense*, to acquaint the class with the values which find their source in customs, beliefs, and superstitions.

Comprehension — Awareness

Based on the knowledge of varying family patterns and their effects on value formation and character development, give examples of a person's value orientation who might grow up in the following family situations: Inconsistent families in which there are no rules or regulations, inconsistent families in which one parent rules now and another rules tomorrow, autocratic families, and democratic families. Follow with class discussion.

Application — Analysis

To identify secular authorities as a source of values, students consider that our national leaders repeatedly emphasize that democratic values underlie our way of life.

Analyze our democratic form of government as a source of values by reviewing some of the historical documents such as the Declaration of Independence, Bill of Rights.

Outline and discuss the major values of American democracy as they are identified in these documents. Discuss how they direct our behavior in interpersonal relationships.

To identify the influence on values which the home and family exert, students analyze a story or case study. Example: "Cynthia Who Was Afraid Not to Pet" in *But You Don't Understand* by Frances Bruce.

What factors within the home situation pictured influenced the character's behavior. Follow with class discussion.

Concept 2: Development of values.

Objective 2: Analysis of the development of values.

CONTENT

Greater understanding of others may be promoted by carefully examining the conditions under which real life experiences have occurred.

Values are learned from early and continued experiences

EDUCATIONAL EXPERIENCES

Receiving

View film showing cross-cultural comparisons of aspects of family life. For example, "Four Families," University of Minnesota Film Library.

In discussion following the film, students are helped to come to an awareness of the differences of behavior in people who live under different conditions of existence.

IDEAS FOR EVALUATION

IDEAS FOR EVALUATION

CONTENT

in the family, with peer groups, and in the community.

In the process of self-development the individual builds up a set of values which are important criteria for his decision making.

Identifying values operating in human behavior will enable one to understand the behavior of others.

CONTENT

Conflicting values within interpersonal relationships result from differing social, intellectual, economic, and cultural backgrounds as well as differing age and sex status.

EDUCATIONAL EXPERIENCES

Knowledge

To gain specific knowledge about the varying conditions in which families live and relate to each other, students individually or in groups select a cultural situation for study of family relationships and marriage practices.

These might be in various countries or they might be various ethnic or social classes within a country. Students find out about the economic, religious, and social conditions which affect marriage and family living. What are the major customs and beliefs of the population being studied? What is their family life like?

Comprehension

In interpreting the conditions in which families live and relate to each other, students summarize the information they have collected concerning family life in other countries. Use oral or written reports or panel presentation to share their findings with the rest of the class.

Application — Analysis

To identify values which are upheld by persons of a particular background, students analyze such aspects as religious authorities, social forces, superstitions, customs, beliefs, and cultural prescriptions of the particular country which they studied. Is there a relationship between the values which they uphold and the nature of the conditions in which they live?

Read a story or act out a play which deals with relationships between people of different backgrounds, to identify values that are different because of dissimilarities in background.

Concept C: Influence of conflicting values on interpersonal relationships.

Objective C: Evaluation of conflicting values as they influence interpersonal relationships.

Generalization: Discord within interpersonal relationships characterized by conflicting values may tend to decrease as those involved in the relationship reflectively examine the origin of their values, reflectively examine and weigh the consequences of acting upon their values, and then together arrive at appropriate value judgments.

EDUCATIONAL EXPERIENCES

Comprehension — Awareness

Reinterpret knowledge about other cultures than our own which were studied earlier in the light of values which conflict with values which we hold. To further comprehend the reasons for conflicting values, discuss this conflict in relation to differing backgrounds.

Read a report or article on various kinds of marriage arrangements in other countries; this activity should illustrate to the student unique differences in cultural values.

To further comprehend the influence of sociological factors which have brought about conflicting values

IDEAS FOR EVALUATION

Evaluate student's presentation for the pertinent information presented and the demonstration of their ability to analyze the relationship of values upheld to the conditions of living.

IDEAS FOR EVALUATION

CONTENT

Understanding the nature and source of values contributes to understanding conflicting values.

When an individual grows up in a family that values both human worth and dignity, he has the opportunity to develop a feeling of security.

Reflective examination of conflicting values occurs when consequences of acting upon one's values are formulated and evaluated in light of their consistency with personal satisfaction as well as their applicability to the total social situation.

EDUCATIONAL EXPERIENCES

within our own culture, discuss the effect of such factors as the decline of community life, closely knit family groups, and the impact of modern communication and transportation and social mobility on the change in values.

Discuss implications arising here which would help to clarify the conflicting values apparent between varying age groups such as teen-agers and their parents.

Application

Students develop and carry out role-playing situations relating to the dating and courtship period or early adjustments in marriage which enables them to demonstrate their understanding of the sources and nature of conflicting values.

Analysis

Students analyze case studies, stories, skits, TV shows involving value conflicts in a marriage situation to identify the reasons for conflicting values.

To understand that situations within interpersonal relationships characterized by discord are a result of conflicting values, students use various illustrative materials or situations such as films, short stories, skits or plays, "Dear Abby" column, and real life situations as pictured in popular magazines.

Each of these illustrations depict a situation in which there is conflict between individuals who are married or engaged.

Students should identify the values reflected by the behavior displayed, discuss what might appear to be the possible origin of these values, indicate in what ways the values conflict with other values present.

To draw conclusions about how society evaluates the behavior of the individual and as a result prescribes consequences, students summarize and discuss what they have learned about society's measuring sticks, laws, customs, mores, taboos, in relation to marriage.

To draw conclusions about how consequences of acting upon one's values arise partially out of basic personality needs, students summarize and discuss what they have learned about basic needs and desires of an individual. In what way do these basic needs motivate behavior and in one sense can be compared to the values themselves?

To draw conclusions concerning the "goodness" of a value, present class with two situations, one in which consequences which flow from acting upon the value are good for the individual and the group affected by such action, and the second illustrating consequences which are not good for the individual and the group affected.

Through discussion, students point out differences in two situations and draw final conclusions.

To predict the effect of acting upon particular values, students are presented with several problem situations of the dating period or married life, such

IDEAS FOR EVALUATION

Present students with a set of conflicting values which might be held by teen-agers and their parents.

Have students identify what might be possible sources of these conflicting values.

CONTENT

EDUCATIONAL EXPERIENCES

as the question of premarital sexual relations, divorce, purchase of a home. These situations will depict individuals behaving in certain ways because of the values which they hold. As an individual or a group, students outline the consequences which they predict might result from such behavior.

Towards the same purpose as stated above, students might also read a case study similar to that presented in a film to be shown. This film should illustrate the consequences of acting upon one's values. The students first write their own predictions for the consequences and then compare them with the ones shown in the film. What might be some factors which relate to the consequences pictured in the film?

Analysis — Evaluation

To identify factors which relate to the "goodness" of a value, students analyze a play or short story which presents a person faced with conflicting values. What consequences might arise from each of these values? Which of these values would result in consequences which would be most favorable to the individual and the group affected?

Application — Evaluation

To demonstrate how reflective examination of conflicting values can help to eliminate discord in interpersonal relationships and aid in decision making, students role-play several situations in which conflict has arisen over a decision due to conflicting values in marriage.

To evaluate the effectiveness of the decisions made in a conflicting marital relationship, students analyze situations in films, TV shows, popular magazines for the nature of conflicting values expressed, the consequences of acting upon such values and then evaluate the decisions made on the basis of the effect of the consequences upon the individual and the group involved.

Select a real life experience with which you are familiar, one which involves conflict between individuals. Evaluate the action taken in this situation and suggest other possible courses of action, analyzing the consequences.

IDEAS FOR EVALUATION

Evaluate predictions and explanations made by students.

Students are presented with the following statement: "In order to save money, a young couple should live with their in-laws for a year or two." Evaluate students' written analysis of this statement.

Evaluation of a paper which each student writes dealing with some interpersonal situation which might arise during the courtship period which may motivate possible conflict. Have the student describe this relationship and the background of its existence; describe the values operating in this situation and how they are expressed; indicate what possible conflict might occur, its nature, origin, and consequences; identify all possible decisions that might be made in this situation in relation to the values held; evaluate these decisions and the "goodness" of the values behind such decisions; propose what appears to be the best possible course of action in making effective decisions and resolving conflict.

Reflective examination of conflicting values tends to increase the effectiveness of decision making thus diminishing discord in interpersonal relationships.

Goals are more satisfying to an individual when values are used consciously as criteria for making decisions.

III. Major Concept: Preparation for marriage.

Broad Objective III: Weighing the value of the relationship between preparation for marriage and its success.

Broad Generalization: A lasting marriage will be dependent upon the values of the marriage partners, their maturity, and their ability to solve problems.

Concept A: Importance of personal readiness.

Objective A: Perception of one's self to distinguish maturity as it relates to personal readiness for marriage.

Generalization: A mature individual will cope with his environment, will show a certain unity of personality, and is able to perceive and accept the world and himself realistically.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
<p>Maturity is a composite of many factors: Chronological, physical, moral, emotional, intellectual, and social.</p> <p>Maturing is an aspect of the growth process by which one organizes and integrates the elements of his experiences into behavior more appropriate in quality to his age and capacity.</p> <p>Individuals develop toward maturity through a succession of steps referred to as: Trust, autonomy, initiative, industry and competence, personal identity, intimacy, integrity, and acceptance.</p> <p>One's maturity indicates a readiness for marriage.</p>	<p>Knowledge</p> <p>Define the following: Chronological maturity, physical maturity, moral maturity, emotional maturity, social maturity, intellectual maturity, vocational maturity, personality traits.</p> <p>Plan and hold a panel discussion having a minister, a parent, and a teacher pointing out the contribution of the church, the home, and the school to the total moral and spiritual development of the individual.</p> <p>Have a guidance director, minister, parent, or other suitable adult talk about the importance of growing physically and emotionally in a healthy, wholesome direction.</p> <p>List the personality traits which contribute toward happiness or unhappiness in marriage.</p> <p>Read from text and reference books on maturity and personal preparation for marriage.</p> <p>View films, "Facing Reality," McGraw-Hill, "Toward Emotional Maturity," McGraw-Hill, "Understanding Your Emotions," Coronet.</p> <p>Use growth charts to review physical development. Review personality development.</p> <p>Comprehension</p> <p>After defining aspects of maturity, list the characteristics of mature and immature people.</p> <p>Write a description of a person you know whom you consider mature.</p> <p>Panel on ways for students to help themselves develop social maturity.</p> <p>View the film, "Choosing for Happiness," McGraw-Hill. Following the film viewing, ask students to summarize the reasons for Eve's immaturity as shown in the film.</p> <p>Discuss question: What are some signs indicating emotional maturity and immaturity? Use films viewed as a basis for discussion.</p> <p>Discuss question: What are some of the ways people learn to meet problems?</p> <p>Present situations illustrating ways in which people have reacted to problems — students identify methods used.</p> <p>Discuss the following questions:</p> <ol style="list-style-type: none">What are some of the problems which often go with youthful marriage?What do studies show about age at time of marriage and the chance for success and happiness in marriage?What are some school policies in dealing with those who marry while still in high school? <p>Application</p> <p>Skits on mature and immature reactions to problem situations.</p>	<p>Quiz on terminology.</p> <p>Individual, group, or class summary on points of emphasis.</p> <p>Multiple choice test covering the characteristics of mature and immature people.</p> <p>Students summarize—oral or written.</p> <p>Contributions of class members to discussion.</p> <p>Evaluate reactions.</p>

CONTENT

EDUCATIONAL EXPERIENCES

Individual students select one or more realistic, for them, problem situations and list all of the possible courses of action.

View the film, "It Takes All Kinds," McGraw-Hill.

Answer the following questions:

- Why does Mac have to push people around? Is he really strong or is his pushing an indication of inner lack of strength?
- What assets does Tom have in his personality?
- How would Lily have reacted if she had faced a really frustrating situation? Would she get along better with a boy like Tom? Mac?

Analysis

Analyze the outcomes of the skits for the effect certain characteristics could have on marriage.

Analyze the possible courses of action and the choice the individual would make for indications of emotional maturity.

Analyze a current movie, TV program, or magazine story regarding courtship practices and the individual's maturity.

Analyze the following statements in relation to emotional maturity:

- Jane, a sixteen-year-old, says, "I'm going to get married this summer. Then I can be my own boss. I'm tired of being told what to do."
- Eleanor, eighteen, says, "I'm the only one in my crowd not married. I think I'll get married too."
- Mark, eighteen, says, "My parents married very young and they are happy. Why should I wait until I'm older?"

Class members find examples of marriages which have failed because of emotional immaturity.

Discuss reasons for earlier marriages today.

Debate the topic, "Need for Maturity in Marriage."

View film, "Is This Love?" — McGraw-Hill and analyze characters for level of emotional maturity. Predict effect of their level of maturity on their marriage.

Each pupil in the class writes a paragraph about a failure he has experienced and how it helped him become more mature.

View film, "Are You Ready for Marriage?" — Coronet.

Listen to tape, "Early Marriage," by Dr. Glenn Hawkes, Audio-Visual, State Department of Education. (Send tape for copy.)

View film, "Worth Waiting For," University of Minnesota. After having previewed film, follow with reacting panel analyzing maturity of characters and predicting outcome had they married at this time.

Write a paper describing a person for whom you have great admiration.

IDEAS FOR EVALUATION

Evaluate thoroughness of exploring possible courses of action.

Student reactions to film.

Written analysis.

Oral or written analysis.

Check list—"How do I know when I'm old enough to marry?"

Written paragraphs.

Evaluate panel and class reactions.

Written paper.

Without insight into one's own maturity and without valuing maturity as essential to readiness for marriage, the marriage may not be successful.

Warm, accepting relationships with others, empathy and freedom to explore feelings can contribute to the individual's ability to grow and change.

CONTENT

An individual's level of maturation, previous learnings, aspirations, and uniqueness may determine his selection of learnings from a given experience.

EDUCATIONAL EXPERIENCES

Tell which qualities you admire most and which you would like to emulate.

Synthesis

Write a letter to yourself to be opened on your wedding day telling what kind of person you hope to have become by then.

Write a poem which describes behavior of a mature individual.

Interview college boys and girls. Ask them whether they feel that getting an education reduces a girl's chances for getting married. Prepare a bar graph which summarizes the findings.

Develop as a class a set of criteria that will describe an individual who behaves physically, morally, emotionally, socially, and intellectually mature.

Poll the class on the ideal age at which a man and a woman should marry. Have each student tabulate results and make a four-way comparison:

- Man's view of ideal age for men and for women.
- Woman's view of ideal age for women and for men.

If differences are found, ask students to try to explain them in terms of economic factors, customs, sex interests, maturity, and any other factors that may seem important.

Evaluation

Using criteria developed to evaluate one's own maturity, administer Marriage Readiness Inventory.

Plan a course of action to improve your own level of maturity.

IDEAS FOR EVALUATION

Judge poem.

Graphs prepared by the students.

List of criteria developed by the students.

Write paper "The Best Age for Marriage Is . . ."

Conferences with the students concerning the results of their evaluation of themselves.

Concept B: Effect of mate selection.

Objective B: Perception of one's self in relation to the type of mate with whom one would most likely be compatible.

Generalization: It is only after a reasonable sense of identity has been developed that real understanding can be established with one's self and other persons, including those of the opposite sex.

CONTENT

Factors to consider in mate selection include:

Personality
Family background
Race
Religion
Education
Age
Financial responsibility
Parental approval
Love
Social and recreational interests

EDUCATIONAL EXPERIENCES

Knowledge

Read assignments from various authors on characteristics of a mate.

Have speakers from various religious faiths.

Have speaker from a particular ethnic group talk on family customs and traditions.

Read assignments on effects of the family background.

Film: "Choosing for Happiness," McGraw-Hill.

Bulletin board: "The One I Marry Will Have to Be"
—a big red heart surrounded by captioned pictures illustrating desirable traits for a marriage partner.

IDEAS FOR EVALUATION

Quiz on mate selection factors.

Paper: Family customs and traditions in my home.

CONTENT

Infatuation is temporary.

Taste and attitudes change with maturity.

Dates have time limits and annoying traits may be quickly forgotten or overlooked; marriage is continuous with no recess from annoyances which may become aggravations.

A desire to marry just to be married rather than the desire to be married to the particular person places emphasis on the process rather than the person.

EDUCATIONAL EXPERIENCES

Film: "How Do You Know It's Love," Coronet.

As an introduction to a discussion of the topic of love, ask each student to write his thoughts about what the word "love" means to him, keeping in mind that there are many different types of love in life. Do not sign names.

Summarize on chalkboard various ideas suggested.

Read widely from the reference books on the topic of love in order to broaden concepts.

If possible, invite two or three married couples to class to discuss questions of love, religion, and engagement. Use questions from question box. Have a panel of boys present their views on what they want in a future wife.

Comprehension

Each student list qualities she considers important in choosing a marriage partner, grouping them as follows: Essential — Desirable — Important

Class members work in committees. Read from references to gain data on the effect of the following on success in marriage. Prepare charts showing findings for use in presenting data to class. Also report why they think findings are so — differences in age, educations, economic status, race, nationality.

Explain the meaning of this statement, "One does not fall in love, one grows in love."

Make a list of your own personality traits that would be influential in mate selection.

Summary of speeches by religious representatives indicating similarities and differences.

Assigned reading about various cultural differences that affect compatibility of mates. Share findings.

Discuss the various stages of love: Self-love, mother love, family love, gang love, adolescent love, and mature love. Discuss other classifications of love portrayed in the reference readings.

Discuss different ways that love is expressed in everyday living.

Show how the emotion of love should enrich all of life. Point out that the need to love and to be loved is basic for all individuals at all ages.

Have buzz sessions. Discuss: What is this thing called love? How does love differ from romance? How do you know when you are really in love? What do you consider the signs of being in love?

Distinguish between love and infatuation.

Questions for class discussion: Give some of the components of love. Why do people often confuse physical attraction and love? What do people mean when they say it was love at first sight? Give your understanding of puppy love. Does it serve a useful purpose? Should puppy love ever result in marriage? In romantic fiction and movies, is love usu-

IDEAS FOR EVALUATION

Summary of ideas.

List of qualities.

Written paragraph explaining the meaning of the statement.

List of traits.

Present as panels.

Short objective test on the steps to mature love as discussed in "About You" — Family Living Series from Science Research Associates.

Essay — write a paper showing your understanding of the influence of the kinds and stages of love in daily living.

List the characteristics of love which you believe to be very important if the marriage is to be one of maturity and success.

CONTENT

The choice of one's future mate influences one's future home, future life, and future children.

Similarity of cultural, social, economic, and religious background of marriage partners tends to increase the chances of a lasting marriage.

EDUCATIONAL EXPERIENCES

ally pictured as something safe, reasonable, and assuring, or something irrational, risky, and hectic? Do you think it is either or both? Can you mention any books or films that depict love as you think it is? What are several questions that people in love might ask themselves to determine whether their love is likely to last?

Bulletin board consisting of advertisements class members bring which show romantic situations or that predict love, romance, or happiness for those who buy their products. Discuss.

Application

Discussion: If a person you are dating complains about his parents would he likely be a good husband?

Students plan group work in which they interview married couples of varied educational and cultural backgrounds or mixed faith backgrounds in reference to the effect it has had in their happiness.

Analysis

Film: "Choosing Your Marriage Partner," Coronet.

Paper: Analyze Joe's prospective marriage partners and predict which would be most suitable.

View film: "This Charming Couple," McGraw-Hill.

Analyze and discuss why these people are not compatible.

Analyze the type of love pictured in a recent movie you have seen. Did the relationship of the hero and heroine include the elements necessary to a lasting love? What elements were emphasized and what ones were lacking? Analyze stories in books and magazines you have encountered recently that presented unrealistic pictures of falling in love.

Write and present short skits which illustrate what may happen if personalities do or do not meet each other's needs in marriage. Have different students act out the parts of husbands and wives. In one skit, they are together on recreation, social activities, and friends; in the other they have few things in common with each other.

Describe situations in novels and movies which exemplify such factors as companionship between husband and wife, having interests in common, having a determination to make their marriage succeed, and adapting themselves to unexpected situations.

To concerned students, distribute check lists (which may be found in the various books) on how to know if you are in love.

Discuss: "We do not fall into love; rather we grow into love." This diagram shows how love may grow from liking, companionship, dislike, and indifference.

1. Liking ➡ Respect ➡ Fondness ➡ LOVE
2. Companionship ➡ Liking ➡ Respect ➡
Admiration ➡ LOVE
3. Dislike ➡ Tolerance ➡ Forbearance ➡
Understanding ➡ Sympathy ➡ LOVE

IDEAS FOR EVALUATION

Grade paper.

Skits.

Descriptions of situations.

CONTENT

EDUCATIONAL EXPERIENCES

4. Indifference ➡ Interest ➡ Regard ➡
Respect ➡ Friendship ➡ LOVE
5. LOVE ➡ Distrust ➡ Dislike ➡
Indifference ➡ Loss of emotional ties

Synthesis

Interview married persons to determine what they think are the important contributions which a person should make to marriage. Prepare a graph which summarizes these findings.

IDEAS FOR EVALUATION

Check graph.

Formulate a "Blueprint for Happiness" and "Hazards to Happiness." Illustrate for the tack board.

Write a skit for an assembly or radio program which contributes a greater understanding of the factors which contribute to a happy marriage.

Skit.

Each student prepares a description of himself using the qualities that most affect his compatibility in marriage. From this paper, develop a description of the marriage partner who will most likely complement himself and make a successful marriage partner.

Concept C: Role of the engagement period.

Objective C: Weighing the value of the role that the engagement period plays in the preparation for marriage.

Generalization: The interpretation of the obligations and duties during the engagement period will vary from couple to couple.

CONTENT

EDUCATIONAL EXPERIENCES

Knowledge — Awareness

The engagement period is a time for making decisions and adjustments in preparation for life together.

List the purposes of the engagement period.

The engagement is not a binding contract between individuals.

Cite some subjects that should be discussed during the engagement period.

How permanent are engagements today? Examine statistics and common reasons for broken engagements.

There are many sound reasons for setting standards of moral behavior during the engagement period.

Have students secure information on the types and limitations of services offered to engaged couples in the local area.

If the community has a pre-marriage counseling service, it could be visited to find out the type of services available to young people; or perhaps one of the workers could talk to the class about the services offered.

Have each student write his meaning of engagement.

Investigate origin of engagement customs such as ring, showers.

Read selected references on the meaning and importance of the engagement.

Explore resource materials for adjustments of marriage which can be made during the engagement period.

Write answer to this opinion question: Should an engaged couple consider themselves as good as

IDEAS FOR EVALUATION

EDUCATIONAL EXPERIENCES

married as far as their personal relations are concerned? After the pupils have been given a short time to write their opinions on this question, the teacher might give them suggested references for study to see if they can find any further justification for their answers or for other points of view worth considering.

Explore the resource material to determine the need for setting standards of moral behavior during the engagement.

Discuss any friends who broke engagement and repercussions that might develop from such a situation in light of sexual behavior in engagement.

Panel discussion of boys and girls on the meaning of the term, "double standard."

Ask a doctor to give a talk on physical preparation for marriage.

Film, "The Meaning of Engagement," Coronet or University of Minnesota.

Poster: "It's Good to Be Engaged."

We'll get to know each other better.

We'll find out whether we really love each other.

We'll be able to plan together.

We'll learn about some of the responsibilities we'll have later.

We'll get to know each other's parents better.

Comprehension — Interest

Ask your parents how long they dated and how long they were engaged.

Have a class committee summarize the results to see what the average length of acquaintance and average length of engagement was among the parents of the class members.

View film, "Are You Ready for Marriage?" Coronet. Class discussion on purposes of engagement.

Summarize information obtained from selected references on the engagement period.

Debate: Resolved — long engagements result in more successful marriages.

From a chart showing the relationship of length of engagement and success in marriage, draw conclusions about the relationship of length of engagement and success in marriage.

Interview parents and/or grandparents to find out what engagement meant to them when they were young. Discuss any changes that have occurred.

Discuss why social changes have made it necessary for young people to choose carefully today if they are to remain married.

Class members report on engagement customs.

Discuss implications of having widely varying attitudes on the part of husband and wife toward patterns of living involving money, in-laws, children, religion, recreation, and work.

IDEAS FOR EVALUATION

Discuss the purposes of the engagement that were brought out in the film. Summary and conclusions drawn.

Summary.

Oral report.

Conclusions drawn.

Conclusions drawn from implications of changes in society.

Conclusions drawn.

CONTENT

EDUCATIONAL EXPERIENCES

Small groups discuss the importance of considering problems during the engagement period, such as religious beliefs, kind of home desired, whether or not children are wanted, attitudes toward relatives and in-laws, wife working, managing money, interests, friends.

Arrange for a student panel to discuss: "What degree of agreement on important principles of living should there be before marriage?"

Investigate and share teachings of their church and feelings of their family about the importance of engagement.

Discuss the responsibilities of one person to the other during the engagement period.

Discuss the differences between a broken engagement and a divorce.

Discuss hazards as well as pleasures of an engagement period.

Explore the situations that may arise during the engagement due to interfaith marriage.

Present socio-drama showing the common problems of mixed Catholic-Protestant marriages and of marriages in which religious people marry those who are not interested in religion.

Discuss in panel form the reasons for adhering to a strict moral code in the engagement period.

Debate love vs. physical attraction as it affects the engagement.

Discuss with a doctor the mental attitudes and physical preparation necessary for marriage.

Application — Valuing

Committee assignments or individual study: Have students outline some ways of reconciling wide differences in attitudes towards patterns of living such as money, in-laws, children, religion, and recreation.

Does the research on broken engagements give encouragement to those suffering with broken hearts? Discuss. Apply this same principle to other emotional crises such as illness or loss of a friend.

Pupils write and present two skits which illustrate what may happen to engagements when the couples have serious discussions.

1. The individuals are from the same town, have similar backgrounds, and many of the same friends and interests.
2. The individuals have a different socio-economic background and have not met each other's family.

Complete the story of an engagement.

Plan ways for the engaged couple to become acquainted with the prospective "in-laws" if this hasn't been done before.

Discuss how much time an engaged couple should spend together. List some of the activities they might do together.

IDEAS FOR EVALUATION

Conclusions drawn.

Summary and conclusions drawn.

Teacher evaluation through observation.

Self-expression and projective technique.

Projective technique and self-expression.

An engaged couple shows maturity by assuming the

CONTENT

social obligations which increase with the engagement.

Better adjustments can be made after marriage if there has been a variety of shared experiences and adjustments during the engagement period.

EDUCATIONAL EXPERIENCES

Considering the purposes of the engagement period, discuss length of time needed to have it contribute to marriage adjustment.

Discuss the value of premarital counseling in the engagement period.

Role-play situations which show ways for a couple to make the transition from individuals to being thought of as a couple.

Prepare a skit developed around the statement, "I'm not marrying your family, I'm marrying you."

The teacher may invite a group of three or four newly married persons and ask them to participate in talks or in a panel on engagements. Each should understand the purpose of her talk. Questions the teacher might give the speaker before the talk:

1. What were some of the worthwhile satisfactions and joys which accompanied your engagement period?
2. How did your engagement period differ from your courtship in regard to the following?
 - a. Attempt to make an impression
 - b. Cooperation
 - c. Understanding of each other's strengths and weaknesses
 - d. Trust
 - e. Consideration of one another
 - f. Companionability and enjoyment of each other's company
 - g. Parental approval
3. Did you feel a greater sense of security than you had before? Why?
4. In what ways do you think the engagement contributed to your happiness and success in marriage?
5. Why do you think the engagement period was one of the happiest times of your life?

Plan a supervised study period using a guide sheet with problems such as:

- a. What sexual problems does the engaged couple face?
- b. What is the relation of this problem to the very long engagement?
- c. What are the results when a couple is forced to marry?
- d. What can an engaged couple do to curb their sexual desires?

Analysis — Organization

Analyze the advantages and disadvantages of long and short engagements for their effect upon the marriage.

Write a paper on the relationship between adjustment during engagement and adjustment in marriage.

Analyze the statement that a broken engagement is better than an unhappy marriage. What are some

IDEAS FOR EVALUATION

Observation and reaction.

Students write a fictitious case study about a couple who need to make a specific adjustment during the engagement period.

Students write a fictitious case study on the problems resulting from sexual immaturity.

Free response.

Conclusions drawn.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

considerations involved in a broken engagement?
In an unhappy marriage?

Discuss why engagements are hard to break.

Analyze the frustration which is likely to come with the breaking of an engagement and some of the common reactions of the peer group.

Study several movies to see what pattern of behavior is depicted when a hero or heroine is frustrated in love.

Analyze following situation:

Sue and Tom are planning to get married. Sue realized as they talked of wedding plans that she didn't know much about Tom's family. Tom's parents are divorced and do not live nearby. She mentioned the topic hoping that they could talk about it and why his parent's marriage failed. Tom said that area was a part of his life that he didn't like to talk about or even think about. He said, "Let's think about our marriage and forget about my parents. Their marriage was a failure and I don't want ours to be." Of what importance is this situation? What effect might this situation have on their future marriage? What might Sue do?

Analyze case studies for the transition or lack of transition to think and act as a pair and be thought of as a pair by associates.

Analyze a current film for the individual-to-pair transition being made by each partner involved.

Synthesis

Interview engaged couples and have them talk about the problems that need to be solved during engagement.

Make a graph which summarizes these findings on problems to be solved during the engagement.

Using information gained from readings, films, and discussion, prepare a chart that tells when an engaged couple may be ready for marriage.

Summarize these findings in a paper. Analyze accounts of engagements which did not terminate in marriage and the reasons why. In chart form, rank the causes of these broken engagements.

Write an essay, "What engagement means to me."

Develop a set of criteria for judging the value of engagement periods.

Evaluation

Given a series of case histories, students apply criteria to make a judgment of the worth of the engagement period.

Projective technique and conclusions drawn.

Projective technique.

Graph summary.

Self-expression.

Concept D: Relationship of the various aspects of marriage.

Objective D: Comparison of the relationship of the legal, social, and religious aspects of marriage.

Generalization: Understanding how the legal, social, and religious aspects of marriage will aid the couple in planning their wedding.

CONTENT

Marriage is a legal contract.

Marriage customs and ceremonies are an important part of the marriage institution.

The purpose of the marriage ceremony is to emphasize the changing status of the couple and add religious and legal sanction to the family.

Though legal requirements are few, the individual's obligations to the success of a marriage are many.

Marriage laws are made to protect society.

A less costly wedding would leave more money for the couple to establish a home with less financial stress.

EDUCATIONAL EXPERIENCES

Knowledge

Have a bulletin board with the application for the marriage license, health examination report, consent to marry, and birth certificate.

Have students find the legal requirements in their state for marriage.

Book reports or short reports on the meaning of marriage in other lands.

Have the class visit the local health department to find out the requirements for premarital medical examinations. Have doctor explain the importance of this examination.

Have a judge or a lawyer come to class to explain local and state laws governing the issuance of marriage licenses and property rights of husbands and wives after marriage.

Ask a minister, priest, or rabbi to discuss the marriage vows with the class and what is included in the premarital counseling period.

Pictures of marriage ceremonies of various countries or cultures: Dress, feast, and ritual.

Consult *Three to Get Married* by Fulton J. Sheen.

"Early Marriage," E. C. Brown Trust and Audio-Visual Extension Service, University of Minnesota — excellent view of religious ceremonies in various churches is presented in this film.

Have a class discussion on the students' own family customs including their church customs.

Ask a bridal consultant to come to the class and discuss the planning of the wedding.

Have individual or group reports on the costs in the local community of such items as: Flowers, clothing, invitations, rings, reception.

Bulletin board showing sample wedding invitations and thank you note on display.

Use cartoons showing problems in the wedding etiquette as basis for discussion.

Assigned readings in books on etiquette. Write a brief statement on what you believe to be the purpose of the honeymoon.

Teacher can use the statements in organizing discussion about the honeymoon.

Ask a person from a travel agency to come to class and discuss guides for planning the honeymoon to make it a success.

Assign readings about planning a honeymoon.

Comprehension

Debate: Resolved that all applicants for marriage licenses be required to pass tests to determine mental competence.

Write a brief paper on, "What Marriage Means to Me." Have a panel discussion.

IDEAS FOR EVALUATION

Quiz on factual information.

CONTENT

Social and religious customs influence the type of marriage ceremony performed. Marriage laws help to conserve and strengthen family life.

Social and religious customs and our marriage laws have a positive influence on building successful marriages.

EDUCATIONAL EXPERIENCES

Read a case study about an elopement and use it as a basis for discussion.

Use cartoons on elopements or "shotgun marriages" or justice-of-the-peace marriages as a basis for discussion.

Discuss current articles appearing in newspapers or magazines on these hurried marriages.

Symposium on planning various types of honeymoons for different types of couples.

Discuss the effect of a wedding upon the emotional balance of the couple.

Discuss the importance of the honeymoon. Answer such questions as: How should the couple decide where to go? How long should they stay? How much money to spend? What type of activity would be desirable?

Application

Take the situations from the film, "Early Marriage," and predict the success of these marriages as the result of laws and ceremonies.

Study case histories of interfaith and intercultural marriages. Lead a discussion to the point of predicting marriage happiness in these cases.

Give students the beginning of a story of a honeymoon trip and let students finish it.

Apply your knowledge of the changes in legal status of men and women that occur with marriage to a specific case to be given.

Analysis

Analyze your own home situation showing how one of these customs has had an effect on your family life.

Discuss: Most research studies show a positive relationship between church affiliation and marital success in terms of a lower divorce rate and a higher happiness rate in marriage. Explain why this might be true.

Do you know of any marriages between people of different faiths or beliefs? Have the couples solved their differences? Do you think the differences have caused conflicts? Would you consider marrying someone whose religious beliefs were different from yours? Why or why not? How would you be willing to compromise on your beliefs and customs?

Is it possible for people to settle all the possible causes for conflict in mixed marriages before they marry? Explain.

Examine different types of weddings for the values displayed.

Analyze different types of weddings for the resulting emotional problems for the engaged couple.

Analyze the relationship between the type of wedding and the success of marriage; for example, church, justice of the peace, elopement.

IDEAS FOR EVALUATION

Attitude test at the beginning and end of unit. Could use test in A Syllabus and Reading Guide for Courses in Marriage and Family Relations by Lester A. Kirkendall.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Analyze the various types of honeymoons for the effect upon the beginning of the marriage.

Synthesis

Have the students plan a specific type of wedding using a definite amount of money for the type of wedding it is to be.

List as many reasons or motives as possible which people have for marriage. You might make two categories of motives headed "acceptable motives," the other "unacceptable motives." As you contemplate marriage or remain unmarried, what motives can you distinguish in your own thinking?

Prepare a list of all the legal steps needed to be taken before marriage.

Evaluation

On the basis of wedding plans drawn up, make a judgment as to whether the amount of money spent on a wedding is of importance to marital happiness.

Discuss the factors which may influence the type of wedding a couple may have.

Compare the values shown in each type of wedding.

IV. Major Concept: Establishment phase of marriage.

Broad Objective IV: Evaluation of a variety of solutions to common problems that occur during the establishment phase of marriage.

Broad Generalization: The ability to achieve a successful marriage is dependent upon the adjustments made during the establishment phase.

Concept A: Effect of adjustments to new situations and changing roles.

Objective A: Appraisal of the adjustments necessary in the establishment phase of marriage.

Generalization: Adjustments made during the establishment phase of marriage have an effect upon all future relationships of the family unit.

Concept 1: Importance of adjustment to responsibilities.

Objective 1: Evaluation of the adjustments to be made in the area of family responsibility.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

The adjustments include the establishment of family responsibilities.

Knowledge

Explore the resource materials to determine the kinds of adjustments required in the establishment of family responsibilities.

Have a professional person, clergyman, marriage counselor, or lawyer, give a talk on the adjustments that are required in the establishment of family responsibilities.

Have a married person(s) or couple(s) in to speak on the kinds of adjustments that are required in the establishment of family responsibilities.

Study trip to a family service agency. Have a member of the staff speak on the kinds of adjustments that bring people in for counseling.

Quiz on types of adjustments families make.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

A person brings to a situation all of the experiences of his past, his present, and even his aspirations and dreams for the future.

Sharing of responsibilities by husband and wife contributes to satisfactory family relations.

Management of individuals and families reflect differences in values, goals, and standards.

Willingness to share responsibility is reflected in the way a household is run.

Different forms or combination of resources may yield similar satisfactions.

View the movie "Who's Boss," McGraw-Hill, to see the adjustments required.

Arrange individual interviews of professional persons to discuss adjustments necessary.

Panel discussion by group of professional people on adjustments necessary.

Comic strips or television programs to determine kinds of adjustments required in the establishment of family responsibilities.

Comprehension

Discussion of resource materials on adjustments.

Discuss with professional person, married person(s) or couple(s), the kinds of adjustments required in the establishment of family responsibilities.

Class discussion on adjustments required in the establishment of family responsibilities.

Report on findings in the comic strips or television programs about the kinds of adjustments required.

Brainstorming on marriage adjustments.

Application

Role-play situations that require adjustment in the establishment of family responsibilities.

Socio-drama situations that require adjustments in the establishment of family responsibilities.

Prepare a skit on the typical situation that requires adjustment in the establishment of family responsibilities.

Analysis

Analysis of resource materials for relevant factors promoting satisfactory adjustments in the establishment of family responsibilities.

Determine cause and effect relationships of the adjustments as viewed in the movie, "Who's Boss."

Tabulate and draw implications from information collected in interviews with people about adjustments required in the establishment of family responsibility.

Group screening, editing, and classifying of ideas gained from brainstorming session.

Analyze role-play, skit, or socio-drama as to area that required adjustments in the establishment of family responsibilities and try to determine reasons why this situation might have arisen.

Synthesis

Devise a set of criteria to determine if a couple has made a satisfactory adjustment in the establishment of family responsibilities.

Evaluation

Using the set of criteria, evaluate a situation from a book, magazine article, case study, or movie to

Observation of role-play or socio-drama.

Paper: "Women's place is in the home."

Fictitious case study to be written by student on an ad-

CONTENT

EDUCATIONAL EXPERIENCES

determine whether satisfactory adjustments have been made in the establishment of family responsibilities.

Other Topics to Be Developed

How have roles of men and women changed over the years? Movie — "Our Changing Family Life," McGraw-Hill.

Diverse role situations in families today. In what ways are the sexes less dependent on each other today than 100 years ago?

Marriage is a partnership.

IDEAS FOR EVALUATION

justment in the establishment of family responsibilities.

Concept 2: Relationship of intellectual and emotional communication.

Objective 2: Appraisal of the adjustments to be made in the area of intellectual and emotional communications.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Intellectual and emotional communication is necessary for marriage harmony.

Knowledge

Explore the resource materials to determine the kinds of adjustments that are required in the establishment of intellectual and emotional communication between individuals.

Talk by professional person, clergyman, marriage counselor, or lawyer on the kinds of adjustments that are required in the establishment of intellectual and emotional communication.

Comprehension

Report on the findings in the resource materials about the kinds of adjustments that are required in the establishment of intellectual and emotional communication.

Discussion of materials.
Paper: "What are some of the tremendous trifles in some marriages?"

Application

A harmonious marriage depends upon intellectual and emotional communication.

Study a case situation; determine what adjustments might be required by the couple.

Analysis

The couple's ability to relate to each other intellectually and emotionally has an effect upon family harmony within the home.

Analyze resource materials for the factors that are relevant to promoting satisfactory adjustment in the establishment of intellectual and emotional communication.

Synthesis

Devise a set of criteria to evaluate a situation from a book, magazine article, or the movies to determine whether a couple has made a satisfactory adjustment in the establishment of intellectual and emotional communication.

Other Topics to Be Developed

How can people express love and affection for each other (other than physical love)?

How do couples meet conflict situations? What are "Tremendous Trifles"?

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

How do quarrels undermine happiness?

Movie, "Who's Right," McGraw-Hill.

What is the effect on a marriage when the husband or wife tries to change certain habits of the mate?

Concept 3: Effect of relationships with relatives.

Objective 3: Evaluation of adjustments to be made in the area of relationships with relatives.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

The family includes the in-laws.

Explore resource materials to determine the kinds of adjustments that are required in the establishment of relationships with relatives.

Identify members of the family unit, brother-in-law, step-sister, for example.

Have a married person(s) or couple(s) in to speak on kinds of adjustments required in the establishment of relationships with relatives.

Study trip to family service agency to have a person speak on the kinds of adjustments that are required in the establishment of relationships with relatives.

View a movie: "Marriage Is a Partnership," Coronet.

Comprehension

Discuss findings in the resource materials about the kinds of adjustments required in the establishment of relationships with relatives.

Discuss adjustments required in the movie.

Brainstorming on adjustments with relatives.

Identify situations where friction most commonly occurs in families.

Discuss the importance of workable relationships with relatives.

Formulate some suggested rules to follow in dealing with in-laws.

Application

A workable relationship with relatives contributes to decreased friction between husband and wife.

Role-play or socio-drama situations that require adjustment in the establishment of relationships with relatives.

Role-play a fictional situation in a family. Study the situation. According to criteria established earlier, role-play the situation in an acceptable manner.

Observation of role-play situation.

Analysis

The relationship with relatives has an effect on the successful outcome of a marriage.

Using the resource materials, analyze them for the factors that are relevant to the promoting of satisfactory adjustment in the establishment of relations with relatives.

After viewing a movie, determine the cause and effect relationships in adjustments made in the establishment of relationships with relatives.

CONTENT

EDUCATIONAL EXPERIENCES

Class members draw implications from the information they collected through their interviews with people about the adjustments required in the establishment of relationships with relatives.

Following a brainstorming session on the kinds of adjustments required in the establishment of relationships with relatives, have the group screen, edit, and classify the ideas.

Have students collect cartoons and classify them as to the ideas they portray about the establishment of relationships with relatives.

Synthesis

Devise a set of criteria to determine if a couple has made satisfactory adjustments in the establishment of relationships with relatives.

Evaluation

Using a set of criteria, evaluate a situation from a book, magazine, or movie to determine whether satisfactory adjustments have been made in the establishment of relationships with relatives. Socio-drama or role-play situations could be used if they were carried through to a conclusion.

Other Topics That Could Be Developed

"You marry your in-laws when you marry."

Suggested kinescope: "In-laws" — University of Michigan Television Center, Ann Arbor, Michigan.

Importance of living alone during the early years of marriage.

Issues involved in relationships with in-laws.

Which in-law do people regard as the most difficult?

What do people consider as objectionable behavior on the part of in-laws?

What makes for good in-law relationships?

Concept 4: Influence of changed status in the community.

Objective 4: Evaluation of adjustments to be made in the area of changed status in the community.

IDEAS FOR EVALUATION

Write a paper, "You marry your in-laws when you marry."

Write a fictitious case study about a couple who need to adjust to relatives.

CONTENT

EDUCATIONAL EXPERIENCES

Knowledge

Marriage gives the couple changing status in the community.

There is constant interaction between the community and families.

Class members interview people about the kinds of adjustments required in establishment of interaction with friends, associates, and organizations.

Panel discussion by group of professional people about the kinds of adjustments required for community interaction.

Comprehension

Class members discuss the interviews they had with people about the kinds of adjustments required in

IDEAS FOR EVALUATION

CONTENT

Marriage provides needed opportunities for the couple to contribute to community life.

Satisfactory adjustment to the community may result in the couple's becoming useful, contributing members of the community.

EDUCATIONAL EXPERIENCES

the establishment of interaction with friends, associates, and community organizations.

Application

Role-play or socio-drama situations that require adjustments in the establishments of interaction with friends, associates, and community organizations.

Analysis

Using resource materials, analyze them for the factors that are relevant to promoting satisfactory adjustment in the establishment of interaction with friends, associates, and community organizations.

Synthesis

Devise a set of criteria to determine if a couple has made satisfactory adjustments in the establishment of relationships with friends, associates, and community organizations.

Write a paper: "He doesn't like my friends and I don't like his friends."

Evaluation

Using a set of criteria, evaluate a situation from a book, magazine article, or movie to determine whether satisfactory adjustments have been made in the establishment of interactions with friends, associates, and community organizations.

Other Topics That Could Be Developed

How can couples develop new friendships?

How can couples learn to like each other's friends?

How do social rules change when you marry?

How can couples adjust conflicting recreational and social activities?

What community services are available to help couples if they wish to seek help in resolving a problem?

Concept 5: Developing a philosophy of life as a couple.

Objective 5: Evaluation of adjustments to be made in the development of a philosophy of life as a couple.

IDEAS FOR EVALUATION

Observe student reactions.

Fictitious case study about a couple who need to make an adjustment in their relationships with friends, associates, or community organizations.

CONTENT

Adjustment to marriage includes establishment of a philosophy of life as a couple.

EDUCATIONAL EXPERIENCES

Knowledge

Explore the resource materials to determine the kinds of adjustments required in the establishment of a philosophy of life as a couple.

Have a professional person, clergyman, marriage counselor, or lawyer give a talk on the adjustments required in the establishment of a philosophy of life as a couple.

Field trip to family service agency. Panel discussion by group of professional people.

IDEAS FOR EVALUATION

CONTENT

The couple's philosophy of life reflects their values and attitudes.

A philosophy of life which is acceptable to both parties will contribute greatly to a harmonious marriage.

EDUCATIONAL EXPERIENCES

Comprehension

Discuss findings in resource materials.

Discuss with professional person.

Discuss individual interviews.

Discuss with panel of professional people.

Brainstorming session.

Application

Role-play or socio-drama.

Make a list of qualities important to family life.

Analysis

Using resource materials, analyze them for the factors that are relevant to promoting satisfactory adjustments in the establishment of a philosophy of life as a couple.

Class members draw implications from the information they collected through their interviews with people.

Edit and classify ideas gleaned from brainstorming session.

Synthesis

Devise a set of criteria to determine whether a couple has made satisfactory adjustment in the establishment of a philosophy of life as a couple.

Evaluation

Using a set of criteria, evaluate a situation from a book, magazine article, or movie to determine if satisfactory adjustments have been made in the establishment of a philosophy of life as a couple.

IDEAS FOR EVALUATION

Discussion of findings.

Observation of socio-drama.

Paper: "Philosophy of Life."

Concept 6: Use of rational means as a solution to problems.

Objective 6: Evaluation of adjustments to be made in the area of solving problems.

CONTENT

Problem solving is one of the tasks which a couple must encounter.

Employment of rational means to problem solving reflects emotional maturity on the part of the husband and wife.

Many marriages are stable because the couple used ra-

EDUCATIONAL EXPERIENCES

Knowledge

Make a list of problems which a newly married couple might encounter.

Comprehension

Report to the class about some agencies where couples may go for counsel when they have problems and how these agencies attempt to help them solve the problems.

Application

Make a display of cartoons depicting areas of conflict between husband and wife. Identify the areas of conflict.

Analysis

Research paper on the divorce rate in the U.S., your state, county, and city.

IDEAS FOR EVALUATION

Oral reports.

Research paper.

CONTENT

tional means of solving their problems.

Rational decisions represent choices resulting from logical analysis of the elements of situations.

EDUCATIONAL EXPERIENCES

Identify the most common causes listed for divorce.

Research to determine what per cent of divorces occurred during the first year of marriage in U. S., your state, county, and city. Identify the most commonly stated causes. How might some of these problems been solved rationally?

Skits employing "request versus command" method of accomplishing a task, "discussion versus argument" in settling differences. Which methods were more rational?

Evaluation

Using the set of criteria established, take a problem situation from a newspaper, magazine, or movie and determine if rational means were used to solve the problem.

IDEAS FOR EVALUATION

Concept B: Problems of family disorientation.

Objective B: Perception of the problems facing a disoriented family.

Generalization: Family disorientation is a situation in which family unity is disrupted by social, psychological, and economic factors.

CONTENT

Types of family disorientation include:

1. The uncompleted family —illegitimacy.
2. Willed departures — annulment, separation, divorce, and desertion.
3. Internal dissolution and extramarital relations.
4. External events — war, separation, mutual catastrophes, and death.
5. Illness — drug addiction, alcoholism, mental disorders.
6. Poverty.

Family disorientation is caused by socio-economic and psychological change.

Individuals from different cultures have various ways to handle family disorientation.

EDUCATIONAL EXPERIENCES

Knowledge

Define disorientation and list possible types. Discuss disorientation. Buzz sessions may provide class discussion questions. Have groups compile reading lists of current literature on topics under Content. Invite experts, lawyers, clergymen, social workers, Salvation Army personnel, or others to discuss legal aspects and answer questions compiled. Study statistics of cost to society of family disorganization.

Show films on drug and alcohol addiction.

View film, "Marriage and Divorce," Coronet or University of Minnesota.

IDEAS FOR EVALUATION

Oral reports.

Research projects.

Report on cultures around the world and the problems of various cultures.

Comprehension

Divide students into groups, assigning the topics list under Content as research items. Present as a symposium or as a pretend TV program the results of research — how would these result affect marriage?

Have speaker from "one parent society" or one father and one mother to speak on the effect of

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

bringing up children by themselves and the resulting problems.

Discuss how family disorientation causes problems in a society.

Determine problem for social institutions if trend of disorientation continues. Use research bulletins and available statistics.

Film: "Who's Right?" about a couple leading toward possible separation. McGraw-Hill.

Application

Discuss with psychologist and/or social worker the ramifications of a one-parent family.

Have class role-play situations within the home using disorientation problems.

1. Tell why it is disoriented.
2. What functions is the family carrying out?

Analysis

Using role-playing situations, analyze the possible effects on the family unit or a particular individual.

Have students interview various welfare organization representatives and "aid groups." How can families be helped?

Synthesis

Write a paper using personal ideas about the effect on family life of loss of one or more members of the family unit.

Preparation of a list of tendencies of disorientation and a corresponding list giving probable effects on present society.

Discuss and analyze case histories of families with delinquent members.

Class participation.

Write views on what you consider a stable family or role-play situation and relate it to other cultures around the world.

Suggested paper.

Stability of the family depends on the individual ability to relate to others effectively.

Society requires families to perform certain tasks which an incomplete family frequently cannot successfully accomplish.

The effects of a one-parent family may vary in different situations.

A broken home may be the result of a serious breakdown of relationships or of loss of one of the parents.

The success or lack of success of the one-parent family will be determined by many other factors besides the absence of one parent.

A philosophy of life which is flexible and established through evaluation of personal and social factors may result in less disorientation.

The problem of upheaval in the family caused by delinquency will be handled in as many different ways as there are families involved.

Concept C: Management of the family income.

Objective C: Allocation of the family income for the greatest satisfaction to the family.

Generalization: Satisfactory family relationships are realized when the principles of money management and wise consumer practices are used to achieve family goals.

Concept 1: Influence of family values and goals upon spending.

Objective 1: Appraisal of family values and goals that have an effect upon spending.

Note: For more information on values and goals see other sections in the 11th and 12th grade resource units.

CONTENT

Values influence buying practices.

Effective management of money is a means of reaching goals.

Methods of handling money vary with families and situations.

The different stages of the family life cycle require different adjustments in family spending.

A family's values and goals determine the way they use their money.

Flexibility in values, standards, and goals influences adaptability to changing circumstances.

Each stage of the family life cycle may result in need of further adjustment in eco-

EDUCATIONAL EXPERIENCES

Knowledge

List areas in which people's values — moral, spiritual, economic — differ, and discuss how these differences influence buying practices.

Film: "Marriage and Money." Education Division of Life Insurance, Modern Talking Picture Service.

Have panel of mothers and daughters discuss "things which influence us when buying" to show the relationship between cause and effect.

Read a story about a family that shows various value patterns.

Read resource materials to determine probable family goals during various stages of the family life cycle.

Read current newspaper and magazine articles which discuss standards of living.

Look for clippings and articles that reflect how changes in family life cycles affect the changes in the management of money.

Look for clippings and articles that reflect effective ways of management of money to reach goals.

Interview homemakers in various stages of the family life cycle, to learn about the changes they made in the use of their money.

Comprehension

Discuss common patterns of controlling family finance in patriarchal and democratic families.

Draw conclusions from your readings that may indicate why a girl would enjoy dating a free spender but may be quite unhappy married to him.

Discuss probable goals of families at varying income levels during various stages of the life cycle.

Report on articles and interviews to show how patterns of money management may change to reach goals.

Application

Given a series of problems, decide what methods may be used for spending money by couples who have different values and similar values.

Apply principles for reaching goals to families at different stages of the family life cycle.

Predict methods used by families to manage money from the articles read or the families interviewed.

Relate experiences of unsatisfactory purchases, explaining why they were unsatisfactory. Arrange an exhibit of such purchases. Determine ways in which one can learn to make suitable purchases.

Analysis

Analyze methods used by families to reach goals to determine how satisfactory adjustments can be made.

IDEAS FOR EVALUATION

Write on "Beliefs about the value of money."

Compile a list of items that will show how spending will differ at different age levels.

Observe two shoppers in action. Attempt to determine each person's values and tell why.

Apply one of the methods to a new situation.

CONTENT

nomics brought about by new roles, problems, satisfactions, and relationships of family members.

Values and goals have an effect on every aspect of family living.

EDUCATIONAL EXPERIENCES

Analyze how spending differs at different stages of the family life cycle.

Class members tabulate information collected through interviews about cause and effect of change of financial needs with various family cycles.

Class members draw implications from information collected through interviews.

Analyze skit of a family life stage depicting its financial needs.

Analyze a game of charades and draw implications of financial needs from the different types of families and the different periods in family life.

Synthesis

Propose solutions to problems caused by differences in values held by a couple.

Propose ways of achieving adjustment to money management in terms of family goals and the family life cycle.

Evaluation

Appraise the basis for decisions for spending of money as shown in the patterns of controlling family finance.

Compare theories of achieving adjustments in money management in terms of family goals and the family life cycle.

Class members tabulate findings in resource materials on making intelligent choices in consumer buying, and draw implications for making intelligent choices in consumer buying.

IDEAS FOR EVALUATION

Given an anecdote, write possible solutions to problem of money management shown.

Judge the value of a given solution to a money management problem illustrated in a story or problem given by the teacher.

Written analysis of skits and demonstrations.

Concept 2: Effects of consumer practices.

Objective 2: Appraisal of the effects of consumer practices in managing family finances.

Concept 2a: Sources of information.

Objective 2a: Perception of the influence of the sources of information for efficient money management.

CONTENT

Sources of consumer information include advertising, publications, sales people and specialists, labels, stores, and past experiences of buyer.

EDUCATIONAL EXPERIENCES

Knowledge

Make a list of places, people, and things that can be used for consumer buying information.

Comprehension

Discuss: The influence of advertising on the home-maker's choice of goods pointing out the methods of advertising that seem to exert influence on spending habits.

Discussion: "Selling is the advertiser's job." Techniques of persuasion used in ads (playing on emotions) such as "your loved ones," "be popular with the crowd," "don't be the forgotten one," "be a picture of health," and "no longer need to be afraid."

IDEAS FOR EVALUATION

CONTENT

EDUCATIONAL EXPERIENCES

Advertisement is bait when the product is offered at a "startlingly low price" and: salesman is hesitant to show the product being advertised and shows a higher priced product; there is only a floor sample and new stock will be available after some delay; item was sold . . . and the customer is asked to look at something better.

Panel discussion of buying sources for shopper, including consumer reports and guides, government reports, informative articles in magazines, newspapers, and books.

Present a group of questions to a home economist or other specialist on the kinds of information they may provide.

Give a report on brand name labels, grade labels, descriptive labels, and descriptive standardized labels.

Discuss how stores, local and large chain stores, contribute information helpful to homemakers through free demonstrations, talks, fashion shows, publications, movies.

Identify types of stores. Each student classify local stores and give a report on kinds of merchandise and special services provided.

Discuss disadvantages of mail-order shopping.

Discuss "shopping around," "previous experience," and "satisfaction received from purchases may not depend on price tag."

Discuss the various guides to buying and evaluate each.

List advertising slogans. Have students identify product.

Students collect variety of advertisements from magazines and newspapers.

Separate the collection of advertisements into informative and noninformative.

Locate some guarantee which really has little or no value to the consumer.

Select articles frequently purchased by girls. List the guides to use when buying the article.

Discuss the use of a trademark to the manufacturer and to the consumer.

Make a list of the trademarks with which you are familiar for a varied list of consumer items.

Define guarantee and differentiate guarantee and warranty.

Examine various guarantees to determine value.

Make a list of points of reliable guarantees.

Discuss "seals of approval."

Application

Find advertisements which illustrate each type and predict their effect on people.

IDEAS FOR EVALUATION

Panel discussion.

Class discussion.

Discussion of buying guides.

Guides to buying include: advertising, inspection, experience, advice of sales people, government help, government protection, labels, guarantees, and trademarks.

The use a home manager makes of available consumer

CONTENT

information has an effect upon the kind of purchases made.

The home manager may become an informed buyer by availing herself of consumer information.

EDUCATIONAL EXPERIENCES

Develop a survey to determine community use of publication information for the buyer.

Develop a list of problems and determine which type of specialist would help in the solution of each problem.

Determine the types of label information necessary for a specific item and find examples of each.

Specify certain items needed by a particular family and decide on the type of store policies and characteristics which would meet this demand.

Write a paper illustrating how you would apply previous experiences toward purchasing a new item.

Write a report on "shopping around" as applied to purchasing a new item.

Analysis

Analyze advertisements for the social group they are appealing to as well as the particular philosophy behind the appeal.

Determine types of emotional appeals from a group of advertisements.

Categorize magazine advertisements into the types of social groups they appeal to. Determine the breadth of the group which each magazine tries to reach.

Analyze consumer information publications for the types of information each one illustrates and compile into charts.

Analyze a sales talk and sales information speech. Chart differences.

Analyze labels for meaning and information.

Analyze and list precautions for each type of buying: Types of stores, mail order, door-to-door salesman.

Panel: "Advertisements are good guides to buying."

Locate one or more advertisements, which you believe are either misleading or actually false.

Discuss ways of advertising: Radio and TV, newspapers, magazines, store windows, posters.

Display articles that girls commonly buy. Have girls inspect. List points to look for when buying.

Discuss some qualities that cannot be detected by inspection: Fiber content, quality of canned goods.

Pupils select several articles they bought. List qualities revealed by past experience to be used as a guide for future buying.

Tell of experience where information given by sales person was reliable or unreliable. Discuss reasons why reliable information is not always given.

Divide into groups to investigate the sources offered by the following agencies and bring a report to class: Federal Trade Commission, Bureau of Standards, Food and Drug Administration, Department of Agriculture, Public Health Service.

IDEAS FOR EVALUATION

Survey developed.

Write a paper applying understandings related to buying techniques.

CONTENT

EDUCATIONAL EXPERIENCES

Report on the purpose and function of these acts:

Federal Food, Drug and Cosmetic Act

Meat Inspection Act

Wool Products Labeling Act

Textile Law

Discuss with several persons the learning gained from previous shopping experiences. Organize these learnings into a chart, after analyzing results and placing in order of importance.

Indicate unstated assumptions in labels, advertisements.

Analyze advertisements for facts, value statements, and hypotheses.

Synthesis

Have students determine values of social group and list store policies and characteristics necessary for each group.

Have students list their own values and determine store characteristics and values important to themselves.

Shopping trip for particular item indicating final choice based on "shopping around" and/or previous experience.

Rational decisions when shopping will result from analysis of needs and wants; consideration of resources; obtaining information; considering alternatives in relation to goals, resources, and information prior to buying.

IDEAS FOR EVALUATION

Class reports.

Ability to analyze advertisements.

Concept 2b: Influence of buying ability.

Objective 2b: Develop buymanship techniques that influence the amount of goods, services, and satisfactions a given income will purchase.

Concept 1): Distribution of income for food.

Objective 1): Judgment of the distribution of the family's income for food.

CONTENT

EDUCATIONAL EXPERIENCES

Knowledge

Read from text and assigned current publications on food buying.

Movie: "Focus on Food Dollars," Ag. Ext., University of Minnesota.

Make a study trip to grocery store to observe economies.

Accompany parents, a relative, neighbor, or friends on food shopping trips as silent observer — note impulse buying.

Discuss with your family the proportion of income spent on food.

Study grocery ads in paper. Role-play Market Basket Skit.

Study labels for helpful information.

Invite a merchant to talk on his observations of shoppers in action.

Display common can sizes and equivalents.

The amount of money needed for food budget is affected by many things.

IDEAS FOR EVALUATION

Written evaluation of trip to grocery store and of impulse buying noted.

Evaluate grocery ads in class.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Comprehension

Report on findings from resources. List kinds of information found on labels.

List good buying practices, explain advantages.

Report results of survey to class. Discuss factors to consider in choosing a place to shop.

Panel of students on reasons for impulse buying as observed.

Panels of parents and students discuss proportion of income families spend on food.

Research reports given on cost of food vs. nutritive value.

Application

Using the following situation, make out a market order for four days, well organized for shopping.

Jerry and Kay are a newly married couple and both are working full time. Their food preparation time is limited to 20 minutes for breakfast and one hour for other meals. They buy their lunches on Thursday and Friday but are at home for all three meals on both Saturday and Sunday. On Saturday they plan to entertain two other couples at a buffet supper.

Write socio-drama showing effects of a trip to the supermarket on a well-organized, informed, careful buyer.

In groups in laboratory, prepare a high-cost meal, a low-cost meal, and a moderate cost meal.

Set up a check sheet for an informative label.

Design a label.

Class committee makes a display or bulletin board on cost of convenience.

Analysis

Analyze food budgets from various research bulletins and publications.

Determine what portion of budget the family food would amount to.

Analyze laboratory meals for factors affecting cost.

Analyze economies observed on study trip.

Analyze several family types, i.e., newlywed, single person, family with young children, family with teen-agers, as to the food budgets they might have because of age and activities.

Synthesis

Student demonstration — preparation and cost comparison of mix, partially prepared food, and that prepared in the conventional manner.

Develop a check list for a survey of markets that emphasize credit purchases and those that emphasize buying for cash.

Buying, planning, storing, and preparation skills affect the amount of goods a given income will purchase.

The more limited the budget, the more important becomes the decision of what to buy.

Class discussion of suggestions for Jerry and Kay.

Evaluate labels by check sheet designed in class.

Class discussion of results of laboratory analysis.

CONTENT

The ability to reduce budget dollars spent for food will result in more income for other family expenditures.

Unless enough money from the family budget is allotted for food to insure an adequate supply of the nutrients needed by all of the family members, more money may be needed for medical bills and loss of work time.

EDUCATIONAL EXPERIENCES

Develop a display for PTA — food supplies for a week for a family of five -- attach cost tags.

Develop low-cost menus.

Develop high-cost menus.

Students plan an attractive nutritious meal within a specific cost budget.

Plan and carry out a food budget for the family for two weeks. Make revisions after first week.

Evaluation

Judge the two-week food budget plan.

Judge markets by criteria developed.

IDEAS FOR EVALUATION

Discuss success of PTA display; evaluate its worth.

Written report on "How do my low-cost meals measure up nutritionally?"

Paper on evaluation of two-week food budget.

Concept 2) : Distribution of income for clothing.

Objective 2) : Appraisal of available resources in relation to additional purchases of clothing and textiles.

CONTENT

Budgeting the clothing dollar is a plan for spending in relation to money available.

Clothing resources include:

1. Allowances
2. Money earned by working
3. Gifts

EDUCATIONAL EXPERIENCES

Knowledge

Read in references about clothing budgets. Use bulletin on personal clothing, Extension Folder No. 224, University of Minnesota.

Oral report on needs and desires of individuals — is it possible to meet both?

Oral report on different ways one may purchase clothing:

1. Time payment
2. Cash
3. Charge accounts
4. Flexible charge accounts
5. Lay-away

Class discussion of the following statements or write out what these statements mean to you.

"Budget trouble is when there is too much month left at the end of the money."

"A labor-saving device is no labor-saving device if you have to work hard to pay for it."

"No wonder it is hard to save money; our neighbors are always buying things we cannot afford."

Comprehension

Discuss principles of budgeting, reasons for, what is gained by having a plan for spending. Discuss what determines how much can be spent for clothing: size of family, age of members, work needs, social needs.

Wants and needs change with age, education, personal growth and interests, association with social groups. Discuss how to meet both needs and desires

IDEAS FOR EVALUATION

Pretest on budgeting the clothing dollar.

Grade reports.

Participation in discussion.

CONTENT

The way the clothing dollar is spent is determined by needs and desires of the individual and family.

Individual needs and desires may be satisfied if a budget is wisely planned.

EDUCATIONAL EXPERIENCES

with resources available and how wants are influenced by credit buying. Discuss reasons for and against credit buying. How can it be used wisely? See Illinois Teacher, Vol. VI. No. 3.

Application

Each girl take inventory of clothing on hand. Decide what can be worn as it is, what can be repaired or remodeled for use, what should be discarded or given away. Make a list of clothing needs and desires for this year.

An imaginary classmate loses all her clothing in a fire and a service club offers to provide \$100 to supply a basic wardrobe. Divide class into groups to plan purchases.

Analysis

Estimate cost of additional items in plan. Analyze resources available to you and determine if your additions will fit your purse. Will your plan fit the clothing plan of your family?

Synthesis

Write a report on the values of a clothing budget. How does it help to prevent wasteful spending?

Evaluation

Pass out copies of a clothing budget for a senior high school girl for one year. Judge this plan as to feasibility.

IDEAS FOR EVALUATION

Grade on completeness of report.

Grade on wise use of \$100.

Grade reports.

Concept 3) : Influence of the housing dollar.

Objective 3) : Appraisal of the influence of financial factors of housing for family and individual needs.

CONTENT

Housing costs include house payments or rent, furnishings, equipment, and upkeep.

Financial terminology related to housing includes:

abstract
amortize
appraisal
assessment
assignment
collateral
deed
interest
lease
liquidate
mortgage
straight mortgage
amortized mortgage
second mortgage
principal
rent
title

EDUCATIONAL EXPERIENCES

Knowledge

Interview parents or neighbors for what is included in total housing costs. Report to class. List expenditures included in housing costs. Read about amounts families spend for housing. Ask realtor about average prices of homes, price ranges, prices of majority of homes sold. Report to class.

Examine family spending records for total housing costs.

View filmstrip, "Home Insurance," Insurance Information Institute.

Find out from home owners why they own their homes.

Study terms relative to financing housing.

Invite banker to explain to class how monthly cost of home ownership is figured to include taxes and to exclude taxes, thereby showing cost of taxation.

Ask parents to explain cost, upkeep, and repairs on your home.

Invite a lawyer to explain the legal procedures necessary in purchasing property.

IDEAS FOR EVALUATION

Reports.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Comprehension

Study and discuss the advantages of owning, renting, or leasing. Report.

List reasons for renting.

Panel: "When is it wise to own, rent, or lease a home?" or "Should newlyweds build or rent for their first home?"

Discussion of total housing costs including insurance.

Discuss financing terms.

Look at sample deed, mortgage, lease and compare.

Discuss: Portion of income that may be spent for housing and the problems associated with this spending, for example, family size, interests, values.

Discuss reasons for rents differing in various parts of the city, country.

Discuss or write a paper on total housing costs.

Application

Discuss the housing space required by two people, three people, four people, five people.

Read classified ads to see how much this size house might cost to rent and to buy, including trailer homes.

Discuss the differences between the higher priced, medium priced and lower priced housing.

List the ways in which the desires of the following families would be similar, dissimilar, or opposite: Newlyweds, family with small children, family with teen-age children, couple without children, grandparents, single person.

Discuss: "What are some personal and family goals and values that affect the selection of housing?"

Given specific family situations, for example, composition, age, spending goals, determine percentages that could be allocated to housing.

Set goals to be achieved for a hypothetical couple in relation to a realistic appraisal of available resources.

Observation of students in class discussion.

Class discussion of goals set.

Analysis

Indicate ways in which knowledge of housing terms can avoid problems in buying or renting.

Discuss cost relationship between the price of the house and the price of the furnishings and equipment, and between the price of the house and the price of the lot.

Take situations where family can use a rational process in making financing decisions about housing and analyze their success in doing so.

Compare wise and unwise apportionment of resources in relation to a priority of values.

Analyze family needs and wants in relation to housing, considering stage of family life cycle, age, sex,

Discussion of housing costs.

Class discussion of different family apportionment of income.

Housing needs vary according to the vocational plans, values, and resources of the individual and family.

The amount of money the family can afford to spend for housing depends on available income in relation to costs it must cover.

Problems may be avoided by having a knowledge of terms pertinent to housing finance.

The use of rational decisions with regard to fitting housing expenditures within the family income will lead to wise housing financing.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

health, ability, vocational and recreational interests of members, and patterns of family living.

Set up a case study of two identical families, one family invests savings and rents for 20 years. The other family uses their savings and buys a \$12,000 home on a bank mortgage plan under FHA. Each of them will pay the same amount for housing. Each includes housing obligations necessary to his situation, taxes and insurance, for example.

Draw conclusions about the two situations.

Debate the advantages and disadvantages of renting versus owning a home.

Have the students investigate the amount procurable, interest rate, time allowed, to whom available, and method of payment for each.

Have the students read and report on the different ways of financing and present their material in an impromptu skit with the girl with the particular material the main actress. The class will evaluate the skit on the amount and kind of information presented, or the use of bulletin boards, flannel boards, or mobiles.

Present problems, such as: Building a \$10,000 house, and financing with FHA loan on which you pay \$56.07 per month for 20 years. How much will it cost when paid off? Allowing 45% for cost material, 30% for labor and construction, 12% for architect, contractor, and surveyor's fees, 13% for cost of site and improvements, figure the amount of each item in \$10,000 and \$30,000 houses.

Synthesis

Write a case study about a family which is using the process of wise decision-making to decide on the type and financing of housing.

Class evaluation of sound thinking.

Evaluation

Give girls a situation where a couple with annual income of \$6,000 can either rent a two-bedroom apartment for \$150 or a two-bedroom house for \$145.

Have class members report on their papers and support their ideas.

Evaluate their choice as far as its being a rational decision and why.

Concept 4): Importance of use of income for security.

Objective 4): Synthesis of distribution of income for security in a marriage.

Concept 4a): Savings and investments.

Objective 4a): Formulation of a plan for providing financial security in a marriage.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

Brainstorm various ways of saving. Read in text.

Formulate definition of savings.

Study trip to bank for illustrated talk on saving procedures and computing interest on savings.

Security finances include savings, investments, insurance, and credit.

Savings is putting away

CONTENT

money from present income for use in the future.

Investment is using money for the purchase of property for income.

A will sets forth the most economical disposition of your estate.

One's values and goals become guides for spending and using money throughout one's lifetime.

Professional advice on investment in stocks is a safeguard to a sound investment program.

Planning for the distribution of your estate is a means of providing security for family.

EDUCATIONAL EXPERIENCES

Have a banker or loan company's representative discuss:

Different savings institutions.

The way a business operates with money obtained from selling shares of the business.

How the value of shares may fluctuate and how shares are sold.

When in the life cycle it is best to invest in stocks.

What bonds are and how they differ from stocks.

Have class survey interest rates paid by local saving institutions.

Read in text about the importance of the will.

Reports: Savings, insurance, investments, pensions, and social security.

Define: Security. What does it mean to family finance?

Define: Goals. What do they mean to family finance?

Comprehension

Bring quotations concerning savings and discuss.

Students relate experiences with savings, such as why, how long, where savings are kept, interest, passbook, procedure for establishing a savings account.

Invite a panel of community members to discuss ways to save.

Give forced choice test to highlight the influence of values.

Discuss: How can one recognize his values and goals and establish savings accordingly?

Invite resource persons to explain mutual funds and how stock is diversified.

Buzz groups discuss reasons for savings, report to class.

Panel of students summarize information from study trip to bank or talk by resource speaker.

Discuss:

1. Different savings institutions
2. Stocks—how sold, why and when
3. Bonds
4. Mutual funds

From survey, chart services rendered by local lending institutions.

Discuss interest rates paid by institutions in community. Compare with government bonds.

Student panel on operation of a credit union.

Discuss when a family should start investing.

Discuss wills in relation to various needs.

Discuss effect of will on survivors vs. no will on survivors.

IDEAS FOR EVALUATION

Oral reports.

Ability to summarize trip and talk.

CONTENT

Planning for saving requires the selection of method or methods which seem to fit the family situation.

A variety of saving and investment institutions and instruments are designed to meet the types of objectives established by families for saving and investing.

A savings program will necessitate choices between immediate spending or saving for later large spending.

The way in which a family's security goals are met is influenced by the ability to save in order to reach its goals.

EDUCATIONAL EXPERIENCES

Application

Predict results of using various savings plans.

Choose a stock and chart its progress to find gains and losses.

Extrapolate to make future predictions.

Role-play or discuss case studies or have panel of different stages of family life to show changes in spending patterns.

Hypothetically, students are given varying amounts of money to save. Have them choose various instruments or institutions and chart growth of savings.

Analysis

Analyze small group reports on questions as:

What will planned savings do for me?

How much should one save?

How can one save in a hurry?

Where does the interest money come from that one gets on savings?

Will a family need the same savings plan all its life?

Study and analyze case studies of families with different values and goals.

Explore influences on spending and saving.

Synthesis

Work out a plan with a family for savings over a period of time.

Class prepare some "Guides to Savings."

Organize a stockholders' group, follow a specific stock, choose officers, and become familiar with the organization of a company.

IDEAS FOR EVALUATION

Analysis of reports.

Ability to develop plan for savings.

Concept 4b): Insurance.

Objective 4b): Perception of the various kinds of insurance.

CONTENT

There are several kinds of insurance, each with its specific functions.

Through insurance, economic risks fundamental to existence are shared.

Economic security is promoted as individuals assume

EDUCATIONAL EXPERIENCES

Knowledge

Use resource material to find out what kinds of insurance are available.

View film, "Life Insurance," Association Films.

Survey own family to find out what kinds of insurance is carried.

Examine insurance policies.

Invite an insurance agent to speak on planning for security through insurance.

Students interview insurance agent. Bulletin board display on common risks of families.

Read case study, "How America Lives." Bring pertinent newspaper and magazine articles.

IDEAS FOR EVALUATION

Check tests on kinds of insurance and functions.

CONTENT

responsibility for economic risk.

Annuities are purchased for the purpose of providing a supplement to the retirement income of the family.

Health insurance is designed to pay bills incurred by illness or accident and to provide for loss of income during this time.

Life insurance is used by the family for purposes of protection, savings, and investment.

Through car insurance the risks of economic loss are shared and financial security is promoted.

EDUCATIONAL EXPERIENCES

Students discuss with parents kinds of insurance families have.

Student prepares a report or acts as the class resource person on annuities.

Invite an insurance agent to discuss the annuities program.

Resource person—local health insurance agent.

Class develops questions for a question box.

Filmstrip, "Dollars for Health," Association Films.

Survey local business firms to learn of health insurance coverage.

Survey families about health insurance coverage.

Survey hospital for costs of accommodations.

Read references on life insurance.

Filmstrip, "Dollars for Security," Association Films.

Invite life insurance agent to talk on financial security through insurance.

Have students survey families to find out kinds of life insurance they have.

Bring blank life insurance application forms.

Read in references on car insurance.

Resource person—car insurance agent to give tips on buying car insurance.

Students survey families to determine kind and cost of car insurance coverage.

View filmstrip, "Automobile Insurance," Insurance Information Institute.

Comprehension

Set up bulletin board showing kinds of insurance available.

Students list some common risks of families.

Discuss what would happen to family if income stopped.

Discuss what, other than unemployment, might cause income to stop.

Discuss what families can do to prevent risks.

Cite instances or role-play a family whose financial security was seriously affected by accident or illness.

Have class panel discuss whether financial security is the responsibility of the individual or the outside agency.

Discuss survey results—why families carry insurance they do and why some carry little or none.

Students list different categories of needs for which protection may be needed.

Students formulate from discussion the meaning of annuities.

Discuss types of annuities.

IDEAS FOR EVALUATION

Contributions to discussion.

Participation in panel.

CONTENT

EDUCATIONAL EXPERIENCES

Discuss application and contract forms for an annuity program.

List purposes of health insurance.

Discuss advantages of group health insurance.

Discuss sources of health insurance policies.

List types of health insurance policies.

Discuss and fill in blank health insurance application forms.

Show cartoons or pictures which present various viewpoints concerning family security through health insurance.

Discuss why costs of health insurance vary in different parts of the country.

Summarize resource talk by discussing:

1. Insurance plans which will pay medical and hospital bills.
2. Provide income during illness or disability.

Discuss reasons for buying health insurance while young.

Oral reports on:

1. Workman's compensation liability insurance
2. Medicare

Discuss factors to consider in buying life insurance.

Discuss types of information requested on application forms.

Discuss needs for various kinds of policies.

Discuss reasons for buying life insurance while young.

Make a list of terms and define.

Panel of students discuss kinds of life insurance policies.

Students role — play situation illustrating need for four basic types of life insurance protection.

1. Tim Sullivan and his wife have a grocery store. Tim is 30. He has just borrowed \$5,000 to expand his business and to buy a new delivery truck. At the same time he takes out additional life insurance in the form of a \$5,000 term policy, to protect his family. If he dies, his widow will use this money to pay off the debt; if he lives he will pay off the debt himself and will either give up his term insurance or convert it into a policy that fits his long-range program.
2. The Bob Jacksons have two children; Mr. Jackson earns \$100 a week in an auto plant. They already have \$9000 worth of life insurance. At 30, Bob is being advanced to foreman. Mr. and Mrs. Jackson talk it over and decide they can afford more life insurance protection. They want as much long-range protection for their young family as they can afford. They buy a \$6000 straight life insurance policy.
3. At age 40, Bill MacMillan discusses his life insurance program with his wife and their life

IDEAS FOR EVALUATION

Contribution to discussion.

Participation in panel.

Contribution to role-play situation.

insurance agent. He and his wife feel that they need extra life insurance but they do not want to pay premiums after Bill retires. He buys a \$4000 limited payment life policy that will be completely paid up when he is 65.

4. Mary Jo is 25 years old and earns \$65 a week as a secretary. She decides to buy a \$2500 endowment policy which will mature when she is 65. Whether she marries or not, she knows this will be a very useful sum to have when she reaches retirement age. Until she does, of course, she will be insured for the full \$2500 which will take care of final expenses and any debts she might have.
5. Ralph Morgan is 25. He is making plans for his family's financial security. Ralph already has a \$5000 straight life insurance policy which would take care of last expenses and readjustment period if he were to die while his children are growing up. Now he plans to add a \$5000 family income policy. If he dies within 20 years after he has bought the policy, Mrs. Morgan will receive \$50 a month until the 20 years are up. Then she will get the face amount of the policy, \$5000, which she can take as a lump sum or as income.
6. George and Sally are in their middle forties. Since their children have started homes of their own, the Harts have begun to think and plan for the retirement years. George had decided to buy a retirement income policy that will add \$75 a month to his retirement income at 65. In the meantime, the policy will provide additional life insurance to protect Sally in case he dies before 65.

Discuss situations in light of the following:

1. Value to the family
2. Cost to the family

Discuss and list risks of car ownership.

List various types of coverage in the form of a summary chart.

Students discuss survey results.

Application

Invite an insurance agent to discuss different types of insurance and the costs for the young family. Ask him to help work out several examples of programs for young couples with different needs.

Discuss points brought out by agent. Students summarize in written paragraph.

Students make bulletin board illustrating benefits of the various health insurance policies.

Write socio-dramas illustrating health insurance application to the various family situations.

Students prepare a bulletin board entitled, "After 65—Where's Your Money Coming From?"

From resource person presentation, dramatize family situation regarding purchase of annuities.

The kinds of insurance selected depend on the family's income and needs.

A well-planned annuity program provides greater financial security for the family.

Evaluate summaries.

Bulletin board.

CONTENT

Life insurance purchased reflects changing needs and circumstances of the family.

Insurance may contribute to a family's long-term financial goals.

Health insurance coverage enables families to meet expenses of illness or accident.

EDUCATIONAL EXPERIENCES

Assume hypothetical situation and purchase an annuity. Reveal the effect on retirement income.

Have students make chart or display on the uses of life insurance.

As result of survey, students develop case problems with life insurance policy solutions and dramatize.

Write dramatizations for the following situations:

Mr. and Mrs. John Hurd have been married for 20 years. Mr. Hurd is 45 years old and his wife is 5 years younger than he. They have no children. Together they own and operate a small neighborhood grocery store from which they never make more than \$7000 a year in income. Their home which they purchased in 1946 for \$6000 is paid for, but they still owe \$2000 on their store building which is valued at \$8000. Mr. and Mrs. Hurd work long hours, and they are looking forward to the day they can retire. Worried about the future, they invite an insurance agent to their home to help them with their plans. Their present insurance policies include a limited payment ordinary life policy of \$10,000 for Mr. Hurd and a policy for the amount of \$1000 for Mrs. Hurd. Both policies will be paid up at age 65. Dramatize the discussion between Mr. and Mrs. Hurd and the insurance agent.

Jim Smith is the editor of a small-town newspaper. His family consists of his wife Mary and two children, 12 and 9. Jim earns \$150 a week, but somehow it doesn't stretch to cover much in the way of savings because of mortgage payments on the house, car expenses, food, clothing and medical bills. Jim and Mary are in their late 30's. They hope that they can move in the country and buy a farm when they retire, but their immediate problem is how to be sure that their children will be able to attend college. They decide to see a life insurance agent to help with their plans. They take with them their present policies of \$1000 straight life, which Jim has in addition to his \$10,000 term insurance, plus a term insurance policy to cover the mortgage on their house. Dramatize the discussion between Jim and Mary and the life insurance agent.

Students write socio-drama involving application of coverage to loss.

Panel of students and driver education instructor discuss insurance costs.

Students choose various coverages for hypothetical family car. Calculate premiums in table form to see comparisons.

Analysis

Set up hypothetical families.

Analyze their needs for insurance.

Examine and interpret health insurance policies in terms of coverage and costs.

If some girls are engaged, they might use own situation.

Analyze case decisions regarding long-range health insurance programs.

IDEAS FOR EVALUATION

Check analysis.

Role-play: Young couple, insurance agent discuss needs, resources.

CONTENT

Well-planned health insurance programs will result in maximum utilization of the insurance dollar.

Greater financial security for the family will result from a well-planned life insurance program.

Auto insurance can provide medical, comprehensive, collision, and liability protection.

EDUCATIONAL EXPERIENCES

Analyze: Simon Adler is a dentist. He has hospital and surgical expense insurance for himself and the family and has now decided to increase his health insurance protection by buying a loss-of-income policy. After talking it over with his insurance representative and figuring that by using part of his savings he could keep the family going for two months if he were unable to work, he buys a policy with a 60-day waiting period. The problem is why did he do what he did?

John Pellini, a self-employed artist, states on his application for his hospitalization and surgical insurance that he is being treated for an ulcer. Otherwise he has been in good health. What is the insurance company's reaction going to be?

Analyze hospitalization statements for identification of health insurance coverage.

Analyze dramatizations.

Analyze life insurance contracts and interpret in terms of protection.

Analyze suitability of decisions regarding life insurance from a long-range insurance program for the family.

Examine and interpret life insurance policies in terms of coverage and cost.

Students analyze family car insurance plan for benefits and cost.

Bring policies for class to analyze in terms of coverage and cost.

Synthesis

Devise insurance plan for above families. Develop a set of guidelines for a good health insurance program for a family.

Develop a health insurance plan for the following situations:

1. Single person
2. New family
3. Family with children
4. Family with children gone

Students create case situation including marital status and hypothetical income. Outline health insurance program.

Give a case family situation and set up a suggested life insurance program. Include:

1. Types of policies
2. Amount of policies

Develop a set of guidelines for a good life insurance program for a family.

Evaluation

Evaluate plans on basis of family goals which might seem reasonable for this family. Discuss in class; then write paragraph to describe goals, explaining how the insurance plan implements their attainment.

IDEAS FOR EVALUATION

Ability to analyze health insurance problems.

Check plans.

Use paragraph to evaluate students' judgment.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Judge insurance program, using criteria developed.

Judge life insurance program planned, using criteria developed.

Concept 4c): Credit.

Objective 4c) : Evaluation of the effect of credit upon family situations.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

Management is planning the use of limited resources to satisfy the most important and greatest number of needs and wants.

Write a definition of money management. Discuss in class.

Pretest on use of credit.

Filmstrip, "Marriage and Money," Association Films, or film, "Wise Use of Credit," Association Films.

Define credit. Discuss.

Read references on money management and credit.

Develop definitions of credit.

Credit is the present use of future income.

Examine various types of legal materials used in establishing and using credit, contracts, charge plates, installments.

Federal and state laws regulate many credit transactions for the protection of a borrower and lender.

Ask students to identify the types of credit they or their families use.

Contracts are legal documents.

Examine credit cards, mortgages, installment contracts. Compare the provisions.

Provisions in a contract need to be understood by the borrower in order that he may realize his full obligations. Credit rating depends upon reliable income and prompt payment.

Examine state laws dealing with credit.

The buyer and not the seller loses when goods are repossessed.

Invite a banker to explain laws regulating credit. Which ones affect minors?

Income can be extended through home - produced goods and services contributed by members of family.

Consult department stores for information on the number of customers who default.

Consult a lawyer or loan agent to learn what happens to an individual and to the seller when goods are repossessed.

Arrange for a panel of homemakers from each stage of the family cycle to discuss the need for credit.

Survey to determine how families in the community use credit.

Comprehension

Discuss the difference between needs and wants.

Give examples of how proper money management can satisfy needs and wants.

Find examples of newspaper ads which show kinds of credit available. Use for bulletin board.

Discuss availability of credit.

Discuss reasons for using credit.

Give examples of ways in which a family might use credit.

Find examples of credit payments in family budgets. Case studies.

List ways in which credit may be helpful in money management.

CONTENT

The wise use of credit can contribute to family happiness and security.

The use of credit permits people to buy or sell merchandise quickly thus increasing the demand for merchandise.

The privilege of credit buying costs money and thus adds to the cost of goods.

Consumer credit has changed the country's economic pattern from a cost economy to a money credit one.

Inflation can be caused by making money too easily available for credit buying.

An individual's credit rating determines the extent to which he can use credit.

The need for the use of credit differs with the stage in the family life cycle.

EDUCATIONAL EXPERIENCES

Request the students to write what credit means to them to help in clarifying this concept.

List things for which students may want to spend their money in the next month, semester, year, and five years.

List decisions involved in desired purchases and identify with value involved. Rate the desires in order of importance to individual student. Why may they differ?

Write a paragraph on why some families abuse credit purchasing.

From class discussions, form generalizations concerning this situation.

Using examples of types of installment credit from newspapers or catalogs, prepare a graph showing variations in cost.

Discuss one example of a family's use of installment credit. Consider purpose of credit buying and length and method of payment.

Identify a situation which might require a person to borrow money. List as many sources as you can where one could go for this money.

Students inquire of parents the need for credit in their family both in the past and in future.

Interview some of the oldest residents in the community or grandparents on how they paid for purchases. Interview young families on their methods of payment for goods. Compare the two.

What has caused the difference? Investigate several references and be prepared to discuss the effect on our economy and standard of living if people paid cash for goods or if they bought mostly on credit.

Report on meaning of inflation and the relationship of credit to inflation.

Examine a "blue book" and learn its purpose. Visit a credit bureau for information on its functions.

Investigate the use of credit in travel, for telephone, car, gas, dining.

Clip examples of advertisements involving the use of credit and figure the costs.

Survey newspapers for bankruptcy reports. Find the meaning of bankruptcy—its legal aspects and results.

Compare the interest rates of banks, small loan companies, finance companies.

Report on various plans for purchase on credit.

Application

Relate the need for the use of credit to the family goals and values discussed previously.

Discuss: In which of the stages might credit be most important?

IDEAS FOR EVALUATION

Written paragraph.

Ability to generalize problems of credit purchases.

CONTENT

The ability to obtain credit depends on the consumer's credit rating.

Rates and ways of stating credit costs vary with the creditor.

Lenders differ in such matters as rates charged to consumers, method of payment, services offered, security required.

A family's decision to use charge accounts will depend upon characteristics of the particular type of charge account, and the type of credit needed or wanted by the family.

The ability to make a wise decision about the choice of credit will be determined by one's understanding of the principles of credit and the needs of the family or individual.

The ability to compare many sources of loans will help the consumer to choose the one that meets his needs most satisfactorily.

EDUCATIONAL EXPERIENCES

Develop a questionnaire in class on credit problems to be answered by a panel.

Role-play the establishment of a credit rating for the following:

1. Girl on her own for the first time.
2. New couple in community who had credit rating in former community.
3. New couple in community who have not used credit buying but want to do so.

Students interview manager of credit bureau or department to determine the importance of a good credit rating.

Panel discussion on credit ratings.

Students work problems to figure the dollar cost and the true annual interest rate of various credit plans and installment contracts.

Using examples of actual credit contracts, identify the terms set forth in each. Discuss.

Group work: Each group assigned to a particular type of lending institution, i.e., commercial bank, savings and loan. Inquire about rates charged, security required, method of payment. Compare findings of groups—bulletin board or chart.

Analysis

Analyze the types of charge accounts available within the community and various provisions of each type.

Analyze installment contracts from several sources to determine differences in cost, method of payment, penalty for failure to pay, "trick" clauses.

Synthesis

Prepare a case study in which you determine the types of charge accounts used by a particular family. Which ones are used most often? For what purposes? Why are they used? What are the advantages and disadvantages of charge accounts? Evaluate this family's use of charge credit, remembering the role of goals and values in determining use of credit.

Panel discussion or debate on advantages and disadvantages of using charge account credit.

Plan a role-playing situation which portrays a family deciding what type of credit to use.

Assume that you need \$500. Devise a plan to borrow this amount of money from each of three lenders. Compare these lenders in regard to provisions of the loan. Determine which would be the best source of money for a particular situation.

Debate the following statement: "He who goes a-borrowing goes a-sorrowing," by Ben Franklin.

IDEAS FOR EVALUATION

Oral or written reports.

Group work in panel discussion.

Problems handed in.

Test on figuring cost.

Group reports.

Written paper—case study.

Evaluate role-playing in terms of principles of credit which are brought out.

Test on credit.

CONTENT

EDUCATIONAL EXPERIENCES

Write a series of three to five minute radio programs, or a series of short newspaper articles which would be of help to the consumer about the use of credit. If possible, tape the programs for use on the radio if there is a local radio station, or submit newspaper articles for publication.

Choose an article that one might buy on installments.

Investigate three plans available by which to purchase this article.

Discuss pros and cons of each type of purchasing.

Decide which one would be the wisest choice in regard to the particular situation.

IDEAS FOR EVALUATION

Teacher and students evaluate content of radio program or newspaper articles. Check sheet worked out by class.

Written report.

Analysis and evaluation of installment credit.

Concept 4d): Taxes.

Objective 4d): Prediction of the effect of taxes upon the family.

CONTENT

Taxes are the means of accumulating money for public facilities which cannot be provided privately.

Taxes provide funds for the business of government and certain benefits in the form of property for public use, welfare services, public schools, and protection.

The business of our democratic government — local, state, and national — is dependent on income received from the people in the form of taxes.

EDUCATIONAL EXPERIENCES

Knowledge

Read from references on taxation.

Invite mayor to talk on town taxes—what are they and what benefits we receive.

Bring to class cartoons or jokes on taxes.

Survey community for property, services, and protection provided from tax funds.

Bulletin board on newspaper editorials and articles on reactions to taxation.

Survey school, county highway department and town council for costs of repair to property.

Students make a list of all goods, services, and property they know of which is taxed in any way in order to give them the scope of the tax field.

Survey the community for all the public property, welfare services, and types of protection which are paid for from tax funds. When gathering information, consider questions such as:

Who has charge of these services?

How does the public safeguard them?

Invite the county assessor to discuss assessment problems. Ask him for information such as:

What is his job?

How many dog and cat licenses are sold?

How many diamond rings were reported for taxation?

What is intangible property?

Have him bring some assessment blanks for class to examine.

Use a panel of parents to explain how their taxes affect their family income.

IDEAS FOR EVALUATION

CONTENT

Some taxes are regulated locally and some are governed by law — state or national.

Misuse of public property results in cost to the taxpayer for its repair.

Financial well-being is affected by manner in which we assume the responsibilities placed on us by federal, state, and local tax laws.

EDUCATIONAL EXPERIENCES

Invite a panel of local people to tell how local taxes are levied and collected.

School board member
Town board or city council member
Superintendent of schools
County assessor
County treasurer

View film, "Federal Taxation," University of Minnesota.

Comprehension

Make a list of all goods and services and property taxed.

List taxes students pay.

Panel of students discuss how taxes are collected and for what purpose.

Have students do research report on how and why our country started levying taxes. Do you think our system is a just one?

Discuss income tax forms.

Discussion of survey results.

Student panel discussion: Sales tax in Minnesota — advantages and disadvantages.

Teacher and student collect some newspaper editorials and magazine articles for people's reactions. Why are there differences? Which ones seem to have the common good in mind?

Write an article or draw a cartoon to emphasize the citizen's duties concerning taxation.

Assign groups of individuals to do the following:

1. Consult the school custodian and/or the superintendent of schools for information on damage, not ordinary wear and tear, and cost of repair to school property — windows, desks, for example. Who pays for the repair?
2. Consult the county or state department of roads for the cost of keeping highways clear of litter and rubbish.
3. Interview the local park superintendent or caretaker for information on damage to this public property and the cost of repair.
4. Each class member write a short paper on "Why Do People Abuse Public Property?" What solution would you prescribe?

Investigate the statement, "You do not pay property taxes, you pay rent," to determine if this is literally true.

Application

Discuss the roles that taxes play in providing protection to property and services for citizens.

Using the survey, make a chart for PTA on costs to the local taxpayer for repairs to schools, roads, parks.

Students fill in hypothetical assessment blanks.

IDEAS FOR EVALUATION

Contribution to panel on taxes.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Using case income of a young married couple, file hypothetical income tax return.

Arrange a display emphasizing citizen's duty concerning taxation.

Concept 4e) : Social Security.

Objective 4e) : Prediction of the effect of social security upon the family in retirement years.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Social security benefits are used by the family for the purpose of protection and savings.

The Social Security Act provides for three types of services:

Old Age Survivors Disability Insurance
Public Assistance and Children's Services
Unemployment Insurance

Knowledge

Students do assigned reading.

Invite social security officer to explain benefits.

Show film, "Sam'l and Social Security," Social Security Administration.

Survey families to obtain ways social security is meeting needs of community.

Students who work may relate their experiences with getting on OASDI.

Examine social security cards. Note effect of social security on take-home pay.

Investigate conditions of living in the 1930's for an understanding of that period:

1. Interview older citizens.
2. Search in library for magazines and newspapers of that decade.
3. Invite a retired farmer or older banker to tell of this period.

Read sources of information or invite the social security representative in your region to discuss the motives and the history of the Social Security Act.

Use film, "Before the Day," from Social Security Administration.

From current newspapers, magazines, TV programs, and social studies teachers, learn what conditions beyond one's control may today be affecting many people adversely.

Comprehension

Students whose families may be receiving benefits relate experiences. Discuss application for social security number.

Panel of students discuss results of survey.

Write a short paper summarizing your conclusions on, "Does OASDI Make People Less Ambitious and More Dependent on Outside Help?"

Class groups study the three types of social security and report to class on the provision in each.

Figure OASDI insurance cost on a number of salaries to note effect on take-home pay.

Do some research on W.P.A. (Work Progress Administration), on N.Y.A. (National Youth Administration), to find the purposes and reasons for each.

Give a written pretest in knowledge of social security program.

Summarize and use as a basis for units.

Short paper on OASDI.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Sometimes one hears of persons who object to the compulsory payroll deduction. Discuss:

1. Why do you think they hold this opinion?
2. Would there be a better way to provide minimum security in retirement?
3. Where in our Constitution is provision made for such legislation as the Social Security Act?

Class summarize findings.

Application

Costs of social security benefits to the family depends on graduated 5 per cent of salary scale levied according to legislative action.

Students role-play situations in which individuals receive social security benefits.

Students make application for social security number.

Students figure social security deduction from hypothetical income — to note effect on take-home pay.

Concept 5): Influence of car expenses.

Objective 5): Influence of car expenses on the allocation of income for other family expenditures.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

Read in text and current publications about costs of buying and operating a car.

Invite a banker to talk on financing a car.

Invite a local car dealer to class to give buying tips for prospective car owners.

Survey parents to find amount of money spent on car.

Bring advertisements for cars.

Pretest on what to consider when purchasing a car.

Pretest.

Comprehension

List and discuss information related by car dealer.

Buzz groups discuss arguments for and against buying a used car.

Panels of students discuss costs not included in advertised price.

Discuss amount of money people spend on car expenses.

Role-playing — Divide into groups and act out the following situations:

1. The dealer demands a down payment before allowing you to road test the car.
2. A prospective buyer must choose between an older car that has had good care and a newer car which shows signs of abuse.
3. A girl buys a car and finds compulsory costs added that she didn't plan on.

Discuss role-playing situations:

How does each person feel?

Wise shopping saves car dollars.

CONTENT

Car costs include such things as fixed expenses and operating costs.

The ability to keep fixed expenses and operating costs low may result in reduced car costs and thus leave more money for the other family expenditures.

EDUCATIONAL EXPERIENCES

What are some possible solutions other than those suggested?

How do you decide what is the best solution?

Application

Project — Students price a car of their choice.

Find out:

1. Amount of down payment
2. Choose a financing agent
3. Calculate finance charges
4. Figure amount of monthly payments
5. Estimate depreciation and taxes
6. Estimate driving costs

Student bulletin board on costs of operating and owning the school car.

Analysis

Analyze car project:

1. Find out what various credit institutions would charge to finance the same car.
2. Advantages and disadvantages of paying cash.

Analyze a young married couple's yearly car expense record book.

Synthesis

Develop for school newspaper an informative article relating the idea of the teen-ager's use of the family car in dollars and cents.

Make posters showing how people throw away car dollars.

Determine what portion of income should be spent on a car.

Develop a set of criteria to be followed when purchasing a car.

Evaluation

Make judgments on family's allocation of income spent on the car.

IDEAS FOR EVALUATION

Prepare a paper showing what it costs to own and drive family car.

Write article on teen-agers' use of family car.

Write a paper using previously discussed criteria about the car of a friend, relative, parent, or neighbor.

Concept 6) : Use of income for education and recreation.

Objective 6) : Appraisal of the use of income for education and recreation in relation to different family situations.

CONTENT

Recreation costs include those expenditures stemming from leisure activities.

Education costs include those expenditures connected with

EDUCATIONAL EXPERIENCES

Knowledge

Define education and recreation. List probable educational and recreational expenses of a family.

Read current articles about cost of college and other training programs, also predictions for the future.

IDEAS FOR EVALUATION

List of expenses.

CONTENT

an effort to increase competence in some phase of living.

Recreation and relaxation activities are important to a family's mental, physical, and emotional growth.

EDUCATIONAL EXPERIENCES

Read about education insurance, scholarships, fellowships, and loans for college students.

Check the cost for adult education courses offered in local communities.

Find the cost of education at several private elementary and high schools.

Check the cost of nursery schools in local communities.

List various recreational opportunities in the community and the cost of each.

Read advertisements for vacations, trips and other recreational opportunities. Bring advertisements to class.

Keep a record of your family's education and recreation costs for a week or a month.

Invite resource person to discuss an aspect of education or recreation as it pertains to the budget:

1. Summer education program director
2. Summer recreation program director
3. Member of state college board
4. Knowledgeable member of school board
5. School guidance counselor

Comprehension

Compare fun, recreation, and leisure.

Compare school and education.

Prepare bulletin board showing types of recreation or types of education available.

Discuss "All work and no play makes Jack a dull boy."

In buzz groups, compare own family's recreation and education expenses with others in the class.

Discuss the role of values in these expenditures.

Contrast costs of college or specialized training at several types of institutions.

Have a panel or symposium, students or parents, discuss the cost of education at a public high school, nearby private schools, and schools for handicapped or other special needs.

Discuss the advantages and disadvantages of a family "college fund."

Compare present costs of higher education with costs when parents and grandparents were of post-high school age.

Compare recreational and educational needs in various stages of the family life cycle.

Prepare list of training centers available in area.

Discuss how families develop family relationships through leisure-time activities.

Make a survey to find out:

1. What families do with their spare time.

IDEAS FOR EVALUATION

Information brought to class.

Lists and accuracy of costs.

Ads brought to class.

Family expense record.

Discussion of meanings.

Class discussion.

Buzz group discussion or group reports to class.

Class discussion.

Material presented; questions asked by students.

Class discussion.

Class discussion.

CONTENT

The family life cycle helps to determine how the recreation and education budget is spent.

Values contribute to decisions regarding recreation and education.

With increased income, a greater percentage of total income may be used for education and recreation.

Family income and values will affect expenditures for recreation and education.

EDUCATIONAL EXPERIENCES

2. How much time spent on recreation and hobbies.
 3. Amount of money spent on leisure-time activities.
- List leisure-time activities which family members may share.

Application

List ways in which desires of the families would be similar, dissimilar, or opposite: Newlyweds, family with small children, family with teen-age children, couple without children, grandparents, single person.

Given specific family situations, composition, age, and goals; determine percentages of income which could be used for recreation and education.

Given a particular situation, composition of family, income, time, interests; plan a vacation. Report plans to class.

Role-play family making plans for the family's vacation.

Prepare a personal budget for recreation and education for the next month or year. After listing probable expenditures, compare with other class members. Discuss the role of values in the plans for expenditures.

Analysis

Find education expenses which might also be considered recreation expenses.

Compare the cost of public and private elementary and high school and try to find what accounts for the difference in cost to the individual.

Examine various budgets for what may determine different percentages of income being spent for recreation and education.

Analyze case studies and budget plans for families with different composition and income.

Write a paragraph expressing your interpretation of one of the following or other similar topics:

1. Budget for Skiing Lessons — Minimize Medical Expenses
2. This Education Is Recreation
3. This Recreation Is Education
4. Learn Now — Pay Later
5. The Family Who Plays Together Stays Together

Compare interpretations in buzz groups or class discussion.

Compare the use of mass media for education and for recreation.

Compare "ideal" recreational expenditures of various members of the family.

Synthesis

Develop a set of guidelines to help in planning education expenditures, using buzz groups, class discussion, or individual thinking.

IDEAS FOR EVALUATION

Lists and class discussion.

Class discussion or paragraph.

Written or oral report.

Role-playing.

Personal budget and justification.

Class discussion or written assignment.

Class discussion.

Class discussion or paper.

Paragraphs.

Class reactions to papers.

List of guidelines.

CONTENT

EDUCATIONAL EXPERIENCES

Develop a set of guidelines to help in planning recreation expenditures, using buzz groups, class discussion, or individual thinking.

Prepare budgets for hypothetical college students who have different incomes. Compare with budget of single working girl, married girl, or high school girl.

Brainstorm inexpensive types of recreation for persons of various ages and interests.

Brainstorm types of recreation which could be profitable.

Set up hypothetical families. Plan a vacation for each.

Evaluation

Screen ideas from brainstorming sessions and write a short essay on the advantages and disadvantages of using a selected form of recreation.

Evaluate magazines as to educational and recreational value.

Judge prepared recreation and education budgets according to criteria developed.

IDEAS FOR EVALUATION

List of guidelines.

Planned budgets and discussion.

Lists or discussion of ideas.

Vacation plans.

Essay.

Class discussion.

Class discussion or individual judgments.

Concept 7) : Importance of consumer responsibilities.

Objective 7) : Application of consumer responsibilities when purchasing goods and services.

CONTENT

The ability to accept consumer responsibilities involves meeting personal needs and wants, respecting the rights of other consumers, establishing satisfactory relationship with the business community, and contributing to the growth of the overall community.

EDUCATIONAL EXPERIENCES

Comprehension

List and discuss consumer rights and responsibilities.

Discuss the responsibility the consumer assumes in exercising his freedom of choice in buying a particular item.

Describe our economic system and your part in it as producer and as a consumer.

List five responsibilities of the consumer to the business organization.

List the services provided by local, state, and federal governments through tax dollars.

Trace the buying and selling of goods and services over the past fifty years and point up major changes.

Investigate and explain how laws serve and protect the consumer. Give examples to show how you can protect your own interests as a consumer.

Illustrate several ways in which you can demonstrate respect for the rights of other consumers and of business organizations.

Explain how your consumer decisions affect the success or failure of business.

Explain how cooperation and open communication between consumers and business can benefit both.

IDEAS FOR EVALUATION

Class discussion.

Written paper.

Panel discussion.

Pretest.

Class discussion.

Research paper.

Panel discussion.

Written report.

Class discussion.

Written test.

CONTENT

It is a consumer's responsibility to evaluate and use advertising wisely.

Freedom of choice in buying goods implies certain responsibilities.

EDUCATIONAL EXPERIENCES

Groups report on current economic issues related to advertising, government regulations, prices, taxes, tariffs, unions.

Investigate and discuss advertising for food and clothing items in various mediums, newspapers, radio, TV.

Discuss how a responsible consumer citizen would handle the following:

- Discovery he has received 50¢ too much change.
- Finding a flaw in a suit he has purchased.
- Paid a \$35 repair bill on a TV set and found it was not properly repaired.
- Received unordered merchandise in the mail.
- Discovering that a product does not meet advertising claims.

Application

Small groups study and report on the following federal legislation and its importance to the consumer.

- Sherman Anti-Trust Act
- Federal Trade Commission Act
- Miller-Tydings Act
- Robinson-Patman Act
- Clayton Act
- Food-Drug Acts

Write a report on various business organizations, private associations, and government departments that protect the consumer. How do they help the consumer fulfill his responsibilities? Set up a code of ethics.

Plan a group presentation with each person representing a specific occupation — farmer, factory worker, salesman, teacher, banker, professional man — to explain the importance of his occupation in the overall economy.

IDEAS FOR EVALUATION

Research or work groups.

Class discussion of appeals, ethical status, cost to consumer.

Class discussion of good and poor solutions to these situations.

Group reports.

Written report.

Group report.

Concept 3: Influence of a plan for spending family resources.

Objective 3: Development of a plan for spending family resources.

CONTENT

A budget is the balance of income and output.

Effective family financial plans are meaningful to all family members.

EDUCATIONAL EXPERIENCES

Knowledge

Define and learn the definitions of the following terms: Money income, real income, gross pay, allowance, net pay, irregular income, expenditure, balance sheet.

List all sources of regular and irregular income for the family.

List all expenses and all income for a month.

View the film, "Your Family Budget," Coronet.

List the major principles found in this film.

List the short-term and long-term goals of each family member.

IDEAS FOR EVALUATION

CONTENT

Financial management includes the amount of income and output.

Family members have different roles in balancing the budget.

Family members appreciate the relationship between long-term goals and satisfactions and short-term goals and satisfactions.

Each family member has a responsibility for choices made with family money.

Attitudes toward spending are dependent upon one's values, past experiences, and feelings about money.

The use of accounting principles in budget planning is influenced by their acceptance by family members.

EDUCATIONAL EXPERIENCES

Define and learn the definitions of fixed expenses and flexible expenses.

List the fixed and flexible expenses for the family.

Filmstrips, "Marriage and Money" and "Directing Your Dollars," Institute of Life Insurance.

Explore resource materials — books, pamphlets, and magazines — to determine types of resources available to the family.

Have a married person(s) with a job outside the home talk on money management.

Have a mother(s) of young children talk on money management.

Have a professional person(s) or couple(s) speak on their experiences in devising money plans for their family.

Explore comic strips, cartoons, or TV programs to determine how families allocate their family resources.

Take a field trip to a family service to have a person talk on revising money plans for a family.

Comprehension

Tell in your own words the role of different family members in balancing the budget.

Explain the relationship between family members in obtaining long-term and short-term goals.

Explain the relationship between family members for choices made with family money.

Summarize the principles of simple accounting.

Explain the relationship between fixed and flexible expenses to income.

Report on findings in resource materials as to principles involved in devising a money plan for the family.

Discuss the topic with professional persons.

Discuss the topic with married person(s) or couple(s).

Report on findings in comic strips, cartoons, or TV about their significance on this topic.

Application

Apply the principles of money management in setting up a tentative family financial plan by balancing income with fixed and flexible expenses.

Apply the principles of money management in setting up a tentative plan by using simple accounting principles to set up the family budget.

Role-play situations that require allocating money or problems involved in money management.

Prepare a skit on a typical situation arising in a family over money problems and portray outcomes.

IDEAS FOR EVALUATION

Include in test on definitions.

Discussion of the talk.

Debate: Teen-agers who work outside the home should contribute to the family income.

Debate: Teen-agers should be paid for doing tasks at home.

Role-playing drama with class members representing the different family members in obtaining long-term and short-term goals.

List factors which influence the division of family income.

Using the family figures for expenses and income, set up trial balance sheet.

Determine what it would cost your family if each member

CONTENT

A budget, if planned to meet the family interests and needs, may result in gratifying outcomes experienced from using money, goods, and services.

A simple financial plan that is acceptable to all family members provides a balance between income received and expenses incurred for the attainment of short-term and long-term goals.

EDUCATIONAL EXPERIENCES

Dramatize the following methods of handling the family money:

- The common purse
- Allowance council
- The family council

Analysis

Using resource materials analyze them for the factors that are relevant in devising a money plan.

Class members tabulate information they collected and draw implications from material collected from interviews.

Following a brainstorming session on kinds of money problems in a family, have the group screen, edit, and classify the ideas.

Analyze role-play situations that require allocations of money and determine how this situation might be handled.

Analyze skit as to the situation that required allocation of money and how the outcome was portrayed.

Analyze family financial plan for:

- a. Simplicity
- b. Balance between income and expenses
- c. Sufficiency in meeting individual wants and/or needs
- d. Sufficiency in meeting short-term and long-term goals

Analyze the use of family credit and its cost to aid an unbalanced budget.

Analyze sources of increasing family income.

Synthesis — Evaluation

Devise a set of criteria for establishing a money plan for a family.

Plan a budget for one month for a family of four: Mother, father, Jane (age 4), Jim (age 17). Net family income is: Salary, \$520 a month; dividends, \$117.50 a month. After planning a budget judge its effectiveness by the criteria discussed in class. Then develop a set of criteria that will balance the budget more successfully in succeeding months. Develop a new tentative budget which more nearly meets certain family needs.

IDEAS FOR EVALUATION

should be paid for all tasks performed.

Using information gathered, make financial plans for a young couple on various levels. Select one household form on display which will most nearly suit your family.

Write a paper answering these questions, "What individual and family values and attitudes are expressed in the family financial plan? What relationships between individual and family needs and their values are evident?"

Group discussion.

Keep an account of the family expenditures for one month as a home experience. Make a plan for budgeting your family's income.

V. Major Concept: Responsibilities of parenthood.

Broad Objective V: Appraisal of the responsibilities of parenthood.

Broad Generalization: In all known societies there is a recognized family unit that assumes the functions of childbearing, child rearing, regulation of interpersonal relations, and economic support.

Concept A: Influence of education in human development.

Objective A: Judgment of the effect of education in human development on the emotional well-being of the family.

Generalization: Facts about the beginning of life may lead to improvement in the understanding of the development of family members.

Concept 1: Process of conception.

Objective 1: Application of the understanding of adjustments necessary with the coming of a child.

Concept 1a: Terms of human reproduction.

Objective 1a: Comprehension of terms dealing with human reproduction.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Conception is the union of male and female cells.

Knowledge

Read references on the purposes of reproductive system and fertilization.

Study charts showing parts of reproductive system.

Define and spell terms connected with reproduction.

Question and answer session on fertilization.

Show film on human reproduction — "The Months Before Birth," University of Indiana, Audio-Visual Center, Bloomington (series of 8 films) or "From Generation to Generation," McGraw-Hill or Audio-Visual Ext., Minnesota Department of Health.

Make a question box and use throughout unit.

Comprehension

Discuss purposes of parts of reproduction system.

Explain the process of fertilization.

Quiz on definitions and spelling.

Participation in discussion.

Concept 1b: Effect of husband-wife relationships.

Objective 1b: Deliberate examination of a variety of effects of the beginning of a new life on husband and wife relationships.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

An addition to the family changes husband-wife relationships.

Knowledge — Awareness

Invite a young mother to class and have her tell about changes in both her husband's and her roles after the baby came.

Read references on the mental, emotional, and physical effects of the new arrival on the parents.

Girls interview young mothers and report to class.

Comprehension — Interest

Discuss arguments for and against starting a family soon after marriage.

Discuss the information related by young mothers.

Discuss other adjustments necessary following an addition to the family.

Discuss benefits that result from planning for the baby.

List characteristics important for parents to possess.

List ways in which children give satisfaction and pleasure to families.

Discuss environmental factors that influence the development of children.

Panel of parents to discuss how the family helps provide a good environment for its children.

Determine interest of students.

CONTENT

Adjustment in marriage is related to understanding of human reproduction system.

Beginning a new life in a family will have an effect upon husband and wife relationships.

EDUCATIONAL EXPERIENCES

Application — Valuing

Buzz groups on the need for both parents to want the coming baby and to recognize their responsibilities for its care.

Written outline of the changes on the daily life of a family that would be necessary if there were to be a new baby.

Dramatize ways of preparing other children in the family for a new baby.

Analysis

Analyze incidents found in fiction or movies which show how families prepare for the coming of a baby.

Determine what a couple should know and do to be adequately prepared for parenthood.

IDEAS FOR EVALUATION

Report the results to class.

Be aware of values entering the picture. Assign scores.

Concept 2: Characteristics of pregnancy.

Objective 2: Analysis of the effects of pregnancy on the feelings of the mother-to-be.

CONTENT

Women have different feelings about pregnancy.

The attitude a woman has toward pregnancy depends on the knowledge and emotions she has about it.

Foreseeing and preparing for demands the baby will make may improve the mother's attitude.

EDUCATIONAL EXPERIENCES

Knowledge

References on pregnancy. Interview mothers you know about their feelings toward pregnancy and what they know about it.

Check research findings on feelings of mothers toward pregnancy.

Talk by school nurse.

Comprehension

Girls work in committees to make up list of the results of the interviews.

Report on fallacies of "old wives' tales."

Application

Have class give examples of stories and myths they have heard about pregnancy and how it affected their feelings.

Analysis

Discuss and relate the results of the interviews.

Find scientific information that dispels superstitions and myths about pregnancy. Analyze how this might help improve attitudes toward children.

IDEAS FOR EVALUATION

Reports.

Written reports.

Concept 3: Importance of prenatal care of the mother.

Objective 3: Appraisal of the prenatal care needs of the expectant mother.

Concept 3a: Diets for nutritional well-being.

Objective 3a: Evaluation of diets for nutritional well-being of mother and child during pregnancy.

CONTENT

Diet is a part of prenatal care.

The physical well-being of mother and child during pregnancy depends partly on the food eaten.

Regulation of food intake by the expectant mother determines a normal pregnancy and may decrease the possibility of complications.

EDUCATIONAL EXPERIENCES

Knowledge

Review the purposes of nutritional elements.

Read references on the nutritional needs of the expectant mother.

Investigate clinics or classes that are available for prospective parents.

Film: "Prenatal Care," University of Minnesota.

Comprehension

Give examples of nutritional elements and needs.

Discuss why nutritional supplements may be necessary.

Compare diets of expectant mothers with a normal diet. Discuss weight-gain problem.

Prepare a graph showing amounts of nutritional elements needed.

Discuss the importance of supervision by a doctor during pregnancy.

Discuss exercises which might be suggested by the doctor.

Application

Make a list of foods that would fulfill specific nutritional needs.

Investigate places and people from which the expectant mother could get help with diet.

Develop diets for controlling weight gain in pregnancy.

Take present diet and supplement to make it appropriate for expectant mother.

Analysis

Study menus and identify the nutritional elements in them.

Search for information that relates specific elements to complications in pregnancy.

Synthesis

From a list of foods the student likes, have her make up a diet for a week for an expectant mother.

Evaluation

Pass out copies of diet patterns. Judge suitability for expectant mother.

IDEAS FOR EVALUATION

Pretest on purposes of nutritional elements.

Quiz on elements necessary for diet.

Reports to class.

Score diet plan.

Evaluation of diet patterns.

Concept 3b: Body changes in relation to development of the fetus.

Objective 3b: Analysis of the stages in the development of the fetus and changes in the mother's body.

CONTENT

The fetus has a sequential pattern of development.

EDUCATIONAL EXPERIENCES

Knowledge

Study pictures of fetus at various stages of development.

Study characteristics of fetus at each stage.

IDEAS FOR EVALUATION

Identify stages from pictures.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Learn changes that take place in mother's body.

Arrange a display on heredity. Suggested titles: "Eyes Are upon You," "The Family Tree."

Name some features you have that resemble either of your parents.

Film, "Biography of the Unborn," University of Minnesota, or "Heredity and Prenatal Development," University of Minnesota.

Comprehension

Discuss the sequential pattern of development. Give examples.

Discuss characteristics that are inherited and those that are not.

Discuss effects of social disease on babies.

Discuss characteristics of maternity clothing, importance of line and design, comfort.

Discuss discomforts that may occur during pregnancy, why they occur, and what may be done to make the mother more comfortable.

Discuss why a cheerful outlook is invaluable during pregnancy.

Discuss importance of regular medical care during pregnancy.

Discuss: What children do I influence and how?

Application

Changes in the mother's body are related to the development of the fetus.

Each student take one system of fetus such as digestive system and explain its development to class.

Report to class.

Discuss the changes in the mother's body and apply them to the pattern of baby's development.

Select an attractive wardrobe for the expectant mother on a limited budget.

Analysis

Facts about the development of the fetus may help a mother to improve prenatal care at each stage.

Look at an exhibit of maternity clothes and analyze what changes in the mother's body cause them to be made the way they are.

Score analyses.

Write a paper relating the development of the fetus and the changes in the mother's body to the care she will take during various stages of pregnancy.

Written paper.

Concept 4: Processes of labor and birth.

Objective 4: Organization of ideas relating to natural childbirth.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Knowledge

Childbirth is a natural process.

Film, "Labor and Childbirth," University of Minnesota.

Have a doctor or nurse visit the class and explain birth. Read and identify the stages of labor and characteristics of the birth process.

CONTENT

Mental and physical preparation for cooperation in birth depends on education, exercise, and training.

Relaxing and working in harmony with the forces that bring a baby into the world may lessen childbirth pain.

EDUCATIONAL EXPERIENCES

Have a class member report on natural childbirth. Read information on exercise and breathing for natural childbirth.

Comprehension

Write a summary about meaning of natural childbirth.

Discuss the pros and cons of childbirth with or without anesthetic.

Application

Discuss the effect natural childbirth would have on a mother's attitude toward labor and birth.

Analysis

Discuss the factors that will help a mother lessen childbirth discomfort.

Synthesis

Research and write a paper on what a mother would need to do in education, exercise and training to take part in natural childbirth.

IDEAS FOR EVALUATION

Grade summary.

Research paper.

Concept B: Developmental characteristics of the infancy period.

Objective B: Comparison of the developmental characteristics of the infancy period in the growth and development of an individual.

Generalization: Certain critical periods seem to occur throughout the life span of the individual during which his development is particularly sensitive to environmental influences.

Concept 1: Development of self.

Objective 1: Appraisal of the factors contributing to emotional maturity.

Concept 1a: Effect of the emotional climate in the home.

Objective 1a: Identification of a healthy emotional climate in the home.

CONTENT

In the first year of life everything a baby experiences stimulates his thoughts and feelings.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on emotional needs of infants and children.

Film: "Life with Baby," Minnesota Department of Health or University of Minnesota.

View film on children's emotions: "Feelings of Hostility," or "Feeling of Rejection," Minnesota Department of Health.

Listen to tape, "Emotional Stability," Audio-Visual Extension, University of Minnesota.

Film: "Meeting Emotional Needs in Childhood," Minnesota Department of Health.

Comprehension

List and discuss characteristics that comprise a healthy emotional environment in a home.

List and discuss the emotional needs of infants and young children.

IDEAS FOR EVALUATION

Define terms found in readings and in film.

CONTENT

The way a baby develops emotionally depends on his environment and the people around him.

With age, a baby will gradually learn to understand, control, and live more comfortably with his emotions.

EDUCATIONAL EXPERIENCES

Cite factors that might retard normal emotional growth of infants.

Have a report given on the importance of the mother-child relationship.

Discuss ways in which habits are formed and the responsibilities of individual family members in helping them form these habits.

Application

Observe a young child whose parents you know for ways in which he displays his feelings toward his environment and his family.

Debate: "The baby should be handled only to give him needed care."

Analysis

Write a report to explain your observations.

Underline any basic emotions expressed and list the reasons, if observed, for the baby's feelings.

IDEAS FOR EVALUATION

Evaluate written report to determine comprehension of environmental factors in role of shaping emotional development.

Concept 1b: Expression of emotions.

Objective 1b: Interpretation of the various emotional expressions of the child.

CONTENT

Before a baby can articulate well, he can express his emotions.

Babies feel more strongly and have feelings more changeable than those of adults.

EDUCATIONAL EXPERIENCES

Knowledge

Define: Emotion, fear, anger, discipline, humor.

Study emotional development of the infant.

Film, "Children's Emotions," Minnesota Department of Health.

Comprehension

List and discuss the many things a child must master before the age of two, including physical and mental development.

List the various ways or write a paper on how a baby or young child can express his feelings or wishes verbally or behaviorally.

Discuss how the young child imitates the emotional expression of his parents and family.

Compare the emotional expressions of the infant and adult to the same emotional stimuli: Fear, frustration, happiness, hunger, curiosity, affection, loneliness.

Discuss sources of help which may be obtained for special problems.

Trace your own emotional history. What circumstances produced maturity or prevented it?

Application

Plan procedures that will suggest how a parent or parent substitute can help an infant express his emotions appropriately. Work in small groups to get a variety of solutions and views.

IDEAS FOR EVALUATION

Response evaluation: What level of success should we expect of an infant, a one-year-old, a two-year-old, in controlling his feelings?

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
A baby will gradually take on the emotional climate of his environment and will react to it as he sees it and feels it.	Use pantomime or role-playing to demonstrate to the class the effective handling of an emotional situation.	Evaluate for clear statement and solution to situation.
	Keep a record for several days of your own feelings of anger. What caused them? What did you do in each case?	
	<p>Analysis</p> <p>Analyze your record of feelings of anger. What else might you have done to handle each situation?</p>	

Concept 1c: Need for security.

Objective 1c: Identification of the effects of security in the emotional behavior of the infant and young child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Security is the basic psychological need of the infant.	<p>Knowledge</p> <p>Define "security." What does it mean to you as a person?</p> <p>Use circle discussion techniques and answer the question "Why does the infant need positive and constant assurance of security?"</p>	
	<p>Comprehension</p> <p>Discuss how adults and others can give security to children.</p> <p>Discuss the factors that cause stress and strain which will ultimately cause behavior problems.</p> <p>List ways in which a family can show affection to small children and discuss why it is important to have love and understanding.</p>	
	<p>Application</p> <p>Write a report stating your beliefs about the following statement:</p> <p>Every child has a right to a healthy personality, and parents ought to safeguard that right by knowing how to guide mental and emotional growth and maturity.</p>	Evaluate to determine acceptance of responsibilities.
Avoidance of parental controversy and strain is desirable if the child's security is not to be threatened.		
	<p>Analysis</p> <p>Write a statement of your position in the argument regarding whether a child should be reared by its own mother and father when the parents are emotionally unsound.</p> <p>Give reasons to support your decision.</p>	Evaluate to recognize good analysis and judgment.

Concept 2: Importance of the physical care of the infant.

Objective 2: Appraisal of the relationship between physical care and the physical and mental health of the infant.

Concept 2a: Contribution of sleep.

Objective 2a: Evaluation of the contributions of conditions for sleep to the well-being of the infant.

CONTENT

Healthful sleep is rest under favorable conditions from most physical and mental activity.

The requirements of sleep in time and conditions are altered as the child develops.

Healthful conditions for sleep contribute to the well-being of the child.

EDUCATIONAL EXPERIENCES

Knowledge

Definition of sleep. Study references for findings on conditions and equipment that are necessary or favorable for healthful sleep.

List basic conditions needed for falling and remaining asleep until rested.

Film, "Baby's Day at 12 Weeks," Audio-Visual Service, University of Minnesota, or "Your Children's Sleep," Encyclopaedia Britannica Films.

Have mothers of young children come to class and discuss changes that take place from infancy to early childhood in pattern and habits of sleep, space, and equipment needed.

Comprehension

Discuss effect of sleep on the body. Why do some children need more or less sleep than others? Observe or recall from experiences with young children: A child when tired, when aroused before rest period is completed, and when rested.

Describe behavior of child in each situation.

Discuss the effects of sending a child to bed for punishment.

Using a bulletin board with a picture of a sleeping child and two areas labeled with a positive and a negative term, have students select pictures representing conditions of environment for the proper category.

Identify common elements and general classifications illustrated by pictures placed in each category. State conclusions about factors which contribute to healthful sleep and those which do not.

Application

Students prepare and present skits on situations involving establishment or adjustment of child's sleep pattern.

From knowledge gained of effects of sleep on the body and the body's need for it, predict effects of further development — later childhood, adolescence, and adulthood — on the body's need for sleep.

Analysis

Using word descriptions, pictures, or actual examples of items of equipment, such as mattresses, pillows, identify the relationship between the characteristics of each item and the conclusions made concerning conditions for sleep.

Analyze the favorable and unfavorable conditions for sleep.

Identify the effects on the physical and emotional well-being of the child.

Synthesis

Describe the environment for sleep that you would like to create for your children.

Devise a plan for creating the proper environment.

IDEAS FOR EVALUATION

Quiz to determine knowledge of facts and principles.

Evaluation of comprehension according to ease with which student can draw conclusions.

Evaluate the predicted effect in terms of likelihood of being the result of solution to the situation.

Objective or subjective test of similar nature.

Observe presence of values in statements made.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Evaluation

Judge the value of the planned environment for sleep in terms of its effect on the well-being of the child.

Concept 2b: Fuel for growth.

Objective 2b: Application of criteria for meeting the food needs of the infant in relation to his physical and mental development.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

A balanced diet is one in which nutrients are in proportion to body needs.

Knowledge — Awareness

Bulletin board of pictures of children in varying states of health with diets for each.

Review Basic 4.

Review basic functions food serves in the body.

Read references on food needs of the infant.

Examine baby food section of a grocery store to become familiar with foods available.

View filmstrips on care and feeding of infants. (Several are available from H. J. Heinz Company.)

Comprehension — Interest

Have a day's menu written on chalkboard. Have students translate foods into nutrients for which they are major sources. Discuss functions they serve.

Students identify through discussion nutrients and their relationship to functions. What supplements are usually needed during infancy and childhood?

Discuss findings from reading as to foods in each of Basic 4 groups, the nutrients they provide and functions they serve.

Discuss importance of having balanced diet by having students state predictions of effects on physical development of complete lack or inadequate amounts of foods from each group.

Application — Valuing

Following a description with adequate detail of activity and development of an infant, have students relate the various activities and developments to the functions of foods and the foods and nutrients that will provide for them.

Using similar descriptions of succeeding periods of childhood, have students apply knowledge of ways in which food meets developmental needs to the various changes taking place.

Discuss the effect of changing nutritional requirements and physical development on the feeding of children.

Ask mothers to relate experiences of introducing new foods into a child's diet.

Plan a day's food for a child at a specific stage of development. Give reasons.

Similar technique in written form.

Test for knowledge of terms, functions, and Basic 4.

Evaluation of comprehension through statements made.

Evaluate written statements.

Evaluate application of principles.

As a child's age increases, his intake of food changes in form, variety, and amount.

CONTENT

The way in which a child's food needs are met can influence his physical and mental development.

EDUCATIONAL EXPERIENCES

Analysis — Conceptualization

Assign students, according to availability of situations, to observe mothers feeding their infants and young children and record types and amounts of food, method of feeding, general health, actions and reactions of the child. Observe more than once, if possible. Students report observations in sequence of age observed.

Discuss importance of habit training using tape recording, "Basic Habit Training," Audio-Visual Ext. Service, University of Minnesota.

Films showing how satisfying physical needs helps to fulfill emotional needs, such as "Families First," University of Minnesota. Discussion of this relationship following film.

Discuss ways in which values are revealed by parents through the feeding of children.

Re-examine bulletin board and analyze diet and apparent physical condition of child. Select examples of physical health they would most like their children to have. Compare diets to those planned.

Synthesis

Using observations, experiences and class learnings, devise a plan for feeding a child at a particular stage of development considering both physical and emotional needs. With a given value relating to children, propose a pattern of feeding a child that someone holding that value might follow.

Evaluation — Organization

Apply criteria of physical and emotional needs to plan developed and judge its value.

Evaluate patterns of feeding children as they relate to values held.

IDEAS FOR EVALUATION

Evaluate reports made by individual students on observations.

Be alert to identification of values.

Evaluation of results in written form.

Concept 2c: Clothing needs of infants and small children. (Additional information may be obtained from Curriculum Bulletin No. 12C—Resource Units in Clothing and Textiles.)

Objective 2c: Evaluation of garments in relation to the physical and emotional satisfaction of the infant.

CONTENT

An infant is clothed for comfort, protection, and attractiveness.

EDUCATIONAL EXPERIENCES

Knowledge and Awareness

List basic types and qualities of garments that will satisfy the basic clothing needs of the infant.

Read pamphlets and reference books for information about types of garments needed at each developmental level.

View film, "Clothing for Children," Coronet or University of Minnesota.

Have students visit an infant clothing department in a store near them to become familiar with garments for various ages and sizes of children.

Comprehension and Interest

Discuss physical and social environment in area in

IDEAS FOR EVALUATION

CONTENT

EDUCATIONAL EXPERIENCES

which pupils live, determine how clothing needs are established.

Using opaque projector, show pictures of children in various garments. Students describe ways in which garments satisfy clothing needs.

Discuss effect of clothing worn by children as to behavior pattern and sex-role expectations.

Film showing children in various activities — having sound off.

Discuss functions clothing serves in the activities shown.

Students make a chart of garments needed at various developmental levels using information gained from reference reading.

Report reactions and findings from visit to infant clothing department.

Report on care of infant clothing.

Application — Valuing

From film on children's activities, observe style, evident construction features, and materials used and discuss relationship to functions clothing is serving in the activity shown.

Examine garments. Apply knowledge of clothing needs in comparing fabrics, predict wearability of garment for use intended.

In the same manner, patterns and fabrics can be examined for possible selection in the making of children's clothing.

Describe situations involving need to select items of children's clothing. Students make choices from pictures with descriptions or actual garments and give reasons for their choices.

Analysis—Conceptualization

Give groups of students pairs of garments of the same type but with varying qualities and characteristics. Students analyze the garments to identify the features that should make a garment satisfactory or unsatisfactory for use. Report results.

Assign each student a type of garment for a specific age. Examine at least two examples either in a store or from the wardrobe of young children in family, according to availability. Compare qualities of each.

Have students observe and relate to class emotional effects of selected garments. Those without younger siblings might interview a mother on the subject.

Discuss value of considering child's reactions when selecting clothing.

Synthesis

Through class discussion, develop criteria for selection of infant and children's clothing to meet physical and emotional needs.

IDEAS FOR EVALUATION

Evaluate responses made in discussion.

Evaluate comprehension in results obtained.

Evaluate interest shown by manner of relating findings.

Similar situation set up in either objective or subjective evaluation device.

Evaluate oral or written responses.

Evaluate ability to analyze garments and make choices from oral responses.

Evaluate level of understanding attained from written comparison or oral presentation.

Be alert to presence of values in contributions made to discussion.

The extent to which clothing meets its requirements depends on materials used and construction of the garments.

Careful selection of clothing can bring about satisfaction of physical and emotional needs of the infant.

The number as well as the type of garments depends a great deal upon the resources and preferences of parents.

The amount and type of clothing which the infant will need will be determined to some extent by the time of year, general climatic conditions, warmth of the child's room, and condition of the infant.

CONTENT**EDUCATIONAL EXPERIENCES****IDEAS FOR EVALUATION**

Plan a wardrobe for a child of a given age. Use catalog to find prices.

Evaluation — Organization

Evaluate wardrobe planned using criteria developed.

Evaluate selections made for a child's wardrobe from catalog clippings selected by teacher.

May be used as a subjective evaluation device.

Concept C: Needs of the individual during early childhood.

Objective C: Comparison of the developmental characteristics and needs of the individual during childhood.

Generalization: Childhood is one of the most formative stages in the development of the individual. Optimal growth and maturation will take place when adequate and appropriate stimulation is available at each critical period.

Concept 1: Uniqueness of the individual.

Objective 1: Appraisal of the uniqueness of individuals.

Concept 1a: Personality development of the child.

Objective 1a: Evaluation of the effect of the family upon the personality development of the child.

CONTENT**EDUCATIONAL EXPERIENCES****IDEAS FOR EVALUATION**

Each individual has a unique personality.

Knowledge

Define: Personality, conscience, conscious and unconscious, psychological environment.

Read about the development of personality and the basic needs of a child.

View films such as "Angry Boy," University of Minnesota and "Family Circles," University of Minnesota.

Comprehension

Discuss ways in which the understanding of human behavior provides a basis for understanding the personality development of a child.

Discuss the responsibility of parents in helping children meet their basic needs of growth and development.

Discuss the effect of the conscious and unconscious mental activity on one's personality.

Discuss the role of conscience upon the development of a child's personality.

Discuss the effect of relationships within the family on the personality development of the child.

Discuss the factors that may make a child either dependent or aggressive.

Application

Satisfying basic needs aids in developing a wholesome personality.

Observe behavior patterns of children and identify personality traits. What patterns need further development? What moral judgments did you see? Which patterns need curbing? What evidences of conflict did you find?

Quiz on terms.

CONTENT

The love and understanding a child receives during his formative years will influence his future development.

EDUCATIONAL EXPERIENCES

Describe some of the "disguised" ways we go after "what we need" like the little boy who pulls the new baby brother's hair. How does it help to realize what is back of such behavior?

Analysis

Analyze the environmental characteristics of the individual child which contributed to his personality traits.

Analyze song from South Pacific, "Carefully Taught." Analyze the effect of the working mother on the personality development of the child.

Synthesis

The Browns' little girl, Mary, expects to be comforted every time she falls or receives a scratch. How might the family help Mary grow in her development?

Identify incidents which changed your basic habits and attitudes. What changes did you make as you came into the adolescent period of self-awareness? How difficult was it to change a habit of years?

What do you think you can do now to further improve your adjustment?

Evaluation

From case studies or stories in magazines, evaluate the effect of the family upon the personality development of the child in the study or story.

IDEAS FOR EVALUATION

Interpretation of children's behavior.

Written evaluation of case study.

Concept 1b: Socialization processes of the child.

Objective 1b: Comparison of the development of the child at different stages of socialization.

CONTENT

There are recognizable characteristics of social growth for each level of maturity.

EDUCATIONAL EXPERIENCES

Knowledge

Define social maturity.

Read references to find out what the basic social characteristics and needs of this age group are.

Show films such as "Shyness," McGraw-Hill.

Study references to learn effect of various types of discipline on a child.

Collect cartoons from magazines or newspapers illustrating social development of the child.

Comprehension

Observe several children. Note how their differences affect the group. Compare ability to play alone or with a group.

Note how children function in different sizes of groups.

Determine how basic social needs are met.

Discuss film to find causes of adjustment problem.

Discuss advantages of adult companionship.

IDEAS FOR EVALUATION

Discussion of film.

CONTENT

Social maturity develops from a variety of experiences, knowledge, and self-confidence.

The sense of self grows gradually and continually as the individual participates in an ever-widening environment.

The socialization process may help individuals learn ways of a given group so he can function within it.

EDUCATIONAL EXPERIENCES

Have a socio-drama on ways of guiding children through various social situations. Discuss procedure used.

Report on case studies of the effect that various types of homes have on children's social development.

Application

Take some trait, such as shyness or selfishness, and try to trace it to its origin. Discuss why understanding of causes of one's own behavior helps one to be more understanding and less critical of others.

Develop ways for helping to overcome such problems which one still has.

Plan a home experience to help some child to overcome such problems as fear and shyness.

Analysis

Recall incidents of adjustment which occurred during some observation of children. Analyze each case and list factors responsible for satisfactory or unsatisfactory adjustment.

Analyze case studies of illustrations from fiction or films which show problems that existed in childhood and which carried over into adulthood.

Observe various types of discipline being used. Analyze what makes discipline effective or ineffective.

Synthesis

Formulate guides for disciplining a child.

Summarize conclusions drawn from case studies or observations.

Evaluation

Compare the characteristics of children at the different stages of social development.

IDEAS FOR EVALUATION

Socio-drama.

Reports.

Written analysis.

Write a paper on "Responsibilities of parents for social development of children."

Concept 1c: Intellectual development in the growing world.

Objective 1c: Appraisal of the intellectual development of the child.

CONTENT

Each individual has his own inherent potentialities for intellectual development.

EDUCATIONAL EXPERIENCES

Knowledge

Read references on development of language, concept formation, memories, reasoning ability, creativity, growth of sense perception and judgment, fantasies and dreams, exceptional children, and slow learners.

Define: Intelligence, creativity, imagination, sense perception, imitation, rote learning.

Film, "Children's Fantasies," McGraw-Hill.

Comprehension

Discuss the differences in the rate of intellectual growth in children.

Discuss the ways in which the senses of smell, taste, hearing, and sight are developed in the child.

IDEAS FOR EVALUATION

CONTENT

Development proceeds in an orderly sequence.

Intellectual development results from the interaction of the individual and his environment in relation to his inherent potentialities.

The environment in which a child lives has an effect upon his intellectual development.

When one aspect of development is taking place at an accelerated rate, other aspects of development may seem to stay at a plateau.

EDUCATIONAL EXPERIENCES

Discuss the ways in which the perception of size, shape, color, texture, weight, distance, number, and time are developed.

Observe a nursery or kindergarten class. What provision did you see for conscious training of the senses? Other perceptions?

Discuss provision made to help the slow learner, the gifted, the creative.

Discuss ways in which children imitate others.

Discuss film — "Children's Fantasies." Discuss the dangers of imagination as they relate to fantasies and dreams.

How should imagination be cultivated? What is the effect of an imaginary companion?

Discuss how creative action occurs.

How can creativity be encouraged in a child?

Discuss the pros and cons of rote memorizing.

Discuss the growth of language facility. What basic words do children use? Why might a child be retarded in his language development? What are the causes of stuttering?

Discuss ways in which reasoning ability may be developed in a child

Application

Find children's stories that help in the development of the various perceptions. Read these to children and note their reactions. Take children on a study trip to help them widen their observation of the world around them.

Observe children at play. Note various characteristics such as imagination, creativity, sense perception.

Do a case study on a child. Record a conversation with a child.

Analysis

Analyze children's books and toys in relation to the purpose of training for the development of sense perceptions, value of the classics in relation to "watered down" versions. Analyze ways in which adults may handle imitation behavior problems.

Analyze ways in which adults may handle children's lies which are a problem of imagination. How can you educate children to value the truth?

Synthesis

Develop a set of criteria to check materials used to develop sense perceptions.

Evaluation

Evaluate children's play materials in relation to criteria.

Evaluate the "case study child" in language and reasoning development. How has his environment influenced this development?

IDEAS FOR EVALUATION

Written summary of reaction to stories.

Judge criteria.

Evaluation of materials.

Case study.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Compare resemblances between foster or adopted children with resemblances between blood relatives living in the same home. What implications does this have for parents?

Concept 2: Food for children.

Objective 2: Judgment of the value of food for children.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

The child learns food patterns and habits by following the examples of others.

Knowledge

Study references to find out factors influencing food preferences of children, feeding problems, and purposes of food during this period of growth.

View films such as "Meal Time Can Be a Happy Time," University of Wisconsin, or "And Then Ice Cream," New York University.

Observe ways to help children form good eating habits.

Define: Forced feeding, overeating, malnutrition.

Comprehension

Arrange a bulletin board showing foods for children.

Discuss manner in which new foods should be introduced and the role that our emotions play in this introduction and in conveying our attitudes to the child.

Relate instances in which children have unintentionally been taught undesirable habits such as dislikes for certain foods.

Discuss ways in which food habits are formed and the responsibility of individual family members in helping to form these habits.

Discuss the influence of the cultural background on the development of food habits.

Discuss reasons why a child may have a poor appetite.

Discuss reasons for considering a child's likes and dislikes in food.

Discuss the effect of the clean-plate policy on a child.

Application

Plan menus for children of different ages. Plan and prepare the food for a children's party.

Guide a child in developing desirable food habits.

Adapt family menus to meet needs of the preschool child.

Display health charts in cafeteria which will help children to choose a balanced lunch.

Compare the eating behaviors of several children.

Analysis

Analyze the effect of parental concern on the feeding behavior of the child.

Consistency and routine affect the development of food habits.

The eating habits and nutritional requirements will play

Evaluation of plans.

Written analysis.

CONTENT

a vital role in the development of the child.

EDUCATIONAL EXPERIENCES

Analyze the value of serving the family together.

Make a list of your food likes and dislikes. Analyze each and try to discover the reason for each.

Analyze the effect of the mealtime atmosphere upon the child.

Synthesis

Develop a check list for using with a family where a child has eating difficulties.

Evaluation

Evaluate menus planned for children in relation to their nutritional requirements.

Develop a problem situation and have students evaluate feeding problems the child encountered.

IDEAS FOR EVALUATION

Analysis of food likes and dislikes.

Judge check list.

Evaluation of menus.

Concept 3: Clothing for children.

Objective 3: Evaluation of the clothing needs of children. (Refer to the Generalizations and Experiences in the family clothing section of Curriculum Bulletin No. 12C—Resource Units in Clothing and Textiles.)

Concept 4: Importance of play and play materials for children.

Objective 4: Evaluation of play and play materials for children. (If not covered previously, refer to the Grade 7 or Grade 9 play and play materials section of this guide.)

Concept D: Growth patterns of the school-age child.

Objective D: Analysis of factors influencing social, emotional, and intellectual development of the child from 6-12.

Generalization: The ways in which a child handles the tasks of middle childhood will significantly affect his later behavior.

CONTENT

Social, emotional, and intellectual changes take place as the individual matures.

Family and peer interactions affect the personality development of the child.

Children in the middle childhood years have the ability to use logic and reasoning.

EDUCATIONAL EXPERIENCES

Knowledge

Define role, interaction, maturity, privilege, responsibility, peers, sibling, motivation, and other terms that apply.

Read from reference about behavior characteristics of various ages.

View films:

"From Ten to Twelve"

"From Social Six to Noisy Nine"

"Getting Along with Brothers and Sisters" — University of Minnesota.

Invite teachers, parents, or school nurse to discuss characteristics of the age levels from 6-12. Invite staff member from local mental health center to discuss importance of emotional development.

Interview parents as to types of problems encountered with children aged 6 to 12.

Read articles or stories in which children encounter problems or use reasoning.

Comprehension

Discuss films and answer relevant questions.

IDEAS FOR EVALUATION

Quiz on terms.

Reports about interviews.

Discussion.

CONTENT

Stress on intellectual competence is experienced by many children during this period.

Maturation is related to finding one's place in the family and peer group.

Middle childhood is a critical period during which a conscience is growing at its most rapid rate.

Socialization results from positive interaction with other persons.

Interpersonal relationships affect the emotional development of an individual.

The intellect develops within the limits of heredity and environment.

The ability to perceive one's role in relation to others increases as one matures.

Many wide variations occur in families in attitudes toward education and accomplishment.

Close friends will exert the most direct influence on the development and behavior of a child.

EDUCATIONAL EXPERIENCES

Divide class into groups and develop crossword puzzles using the words defined earlier.

Groups exchange puzzles and work them. List experiences which may contribute to development of child from 6 to 12. List responsibilities of parents and of children age 6 to 12 toward each other. Discuss and compare articles in which children encounter problems or use reasoning. Prepare a bulletin board showing activities which contribute to social, emotional, intellectual, and physical growth and label each. Connect each picture to the center word MATURITY with a yarn or ribbon.

In small groups, discuss:

How manners at home affect good times in the family

How may family chores be shared fairly?

Should boys or girls or both care for younger children?

How can family members give assistance when a brother or sister is entertaining a friend?

How much and what kind of help might be given with homework?

How are a conscience and moral standards developed?

Application

Role-play several sibling relationships in relation to developmental tasks.

Role-play or prepare skits showing ways in which parents or older siblings might help younger family members assume responsibility in the home. Role-play:

Mixed group of 6-year-olds

Mixed group of 12-year-olds

All 8-year-old boys

All 12-year-old girls

Plan a birthday party for a child between 6 and 12 with activities appropriate for age and sex.

Help with an activity for children — scouts, 4-H, caroling party.

Analysis

Classify list of experiences which may contribute to intellectual and emotional development.

Analyze stories, articles, or case studies as to factors contributing to the manner in which problems were met or reasoning was done. Discuss paying school-age children for household tasks with no financial reward. Compare the situations of homemaker-mother with employed mother as they affect the school-age child.

In buzz groups or individually, prepare a list of sources which may influence the development of a 6- to 12-year-old.

IDEAS FOR EVALUATION

Crossword puzzles.

Lists.

Lists.

Class discussion.

Bulletin board.

Group discussion and reports.

Role-playing.

Role-playing.

Role-playing.

Plans and evaluation.

Helping and evaluation.

Classifications.

Analysis of causes and/or relationships.

Class discussion or individual or group reports.

List of sources.

Judge as to accuracy and completeness.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

Prepare a chart which shows physical, social, emotional, and intellectual development taking place between 6 and 12.

Debate: Resolved — Large families have more fun.

Write an autobiography including as many experiences as possible which may have affected you as a person.

Compare: "Act Your Age" with "You're Too Big to Do That."

Appraisal of autobiography.

Class discussion.

Concept E: Agencies which provide family service.

Objective E: Appraisal of the agencies available to assist a parent in family problems.

Generalization: There are agencies with trained personnel available to assist parents with family problems thereby improving inter-family relationships.

CONTENT

EDUCATIONAL EXPERIENCES

IDEAS FOR EVALUATION

There are numerous causes of family problems which can be recognized.

The kinds of family problems which may occur vary with the causes.

Knowledge

Film: "Minnesota Welfare" from the series, Minnesota U.S.A. Features Carver County Welfare Board with staff demonstrating services available. Write Minnesota Department of Public Welfare.

Discuss causes of family problems as depicted in the film.

Discuss the kinds of family problems depicted in the film.

Class discussion of film.

Comprehension

From reading in references and text, discover the causes of family problems. List those on a chart labeled Cause and Kind.

List of problems.

Some of the problems families face are:

1. Divorce
2. Unsatisfactory parent-child relations
3. Family emergencies — accident, illness
4. Handicapped children
5. Problems of elderly
6. Financial insecurity
7. Alcoholism and drug addiction
8. Legal problems

Some agencies which are available to serve families:

1. County Welfare Board
2. Public Health Nursing Service
3. Association for Mental Health
4. Heart Association
5. Local Association for Crippled Children
6. Association for Retarded Children

Report to the class on how health and welfare agencies might attempt to solve family problems. Cite steps an agency may use in order to assist a family.

Invite a social worker to discuss his function in the welfare of families.

Invite an expert to discuss services available to families.

Oral reports.

Film: "The Deep Well," Minnesota Department of Public Welfare. Discuss other social agencies.

CONTENT

The type of family problem determines plan of action.

Anticipating the types of problems which families encounter helps one to adjust to changes needed.

Projection of oneself into the situation influences the readiness for handling future problems.

Characteristics of individuals within the family influence ways in which a family meets its problems.

Personnel in agencies which have the family as their focus may assist families in improving inter-family relationships.

Agencies with trained personnel are available to assist parents with family problems thereby improving inter-family relationships.

EDUCATIONAL EXPERIENCES

Application

Divide into study groups. Each group select a family problem and do research on it following these steps:

1. State problem
2. Analyze causes
3. Set some goals
4. Get more knowledge and understanding
5. Be the person involved
6. Consider what to do
7. Make a plan of action
8. Check plan with goals
9. Plan the follow-up

Analysis

Collect clippings from newspapers or magazines or tell about a movie or TV situation which depicts a family problem. As a class analyze the problem and determine what agency could assist the family.

From problem situations set up by the teacher, have each pupil prepare a case history of a family problem including causes, developmental tasks of each family member involved, family as a whole. List resources available in family and community. Indicate those most helpful.

Synthesis

Visit one of the following:

- a. Home for unwed mothers
- b. Speech clinic
- c. Day activity center
- d. Special class in public school
- e. A correctional institution

Write a case report on a fictional individual receiving assistance from one of these agencies which have been visited. Make suggestions for help.

Evaluation

Make a directory of services for families at various stages of the family life cycle and in several areas of life in your community at the present time.

Through interviews with key personnel in agencies, get information about how many families use services each year and type of services rendered.

IDEAS FOR EVALUATION

Have chairman report to class.

Case histories.

Case report.

Directory of agencies.

VI. Major Concept: Contracting families.

Broad Objective VI: Evaluation of a variety of solutions to common problems that occur during the contracting stage of the family life cycle.

Broad Generalization: The contracting family's use of the developmental tasks may result in the smooth transition through the various stages.

Concept A: Families as launching centers.

Objective A: Appraisal of problems that occur during the launching phase of the family life cycle.

Generalization: During the launching years the reorganization of the family will result in a continuing unit while releasing the young adults into lives of their own.

CONTENT

The launching family phase begins with the first child leaving home and ends when the last child becomes independent.

There are changes in responsibilities as family membership changes.

The financial and housing demands are dependent upon the varied activities of the family members.

Each stage of the family life cycle brings new roles, problems, satisfactions, adjustments, and relationships to family members.

Changes in family membership affect the socio-psychological relationships.

The psychological make-up of the family determines the socio-economic decisions made.

EDUCATIONAL EXPERIENCES

Knowledge

Define terms—launching
contracting family
intergenerational family

Read material on housing changes, financial adjustments, responsibility re-alignment, widening the family circle, developmental tasks of family members.

Comprehension

Discuss and list possible effects each of the above has upon the family

Compile check sheet to use in neighborhood poll asking questions about:

Ages of children—location of children
Reasons for absence
Changes in responsibility division—how accomplished
Changes in budget
Changes in housing arrangements

Application

Using the neighborhood poll, compile figures to show nature of the problems. Compare results to information available in reference material.

Read a story concerning problems parents face when child leaves.

Identify emotions shown in story.

Analysis

Review *Their Mothers' Sons*, Edward Strecker, and *Generation of Vipers*, Phillip Wylie, with special attention to "momism." Write a paragraph on "momism" in contemporary American culture.

Read *Father of the Bride*, Edward Streeter. List hazards this father felt in letting his daughter marry. Consider possible effects on her future life.

Compare the character of Young Apley in John G. Marquand's *The Late George Apley* to that of Sammy in Budd Schulberg's *What Makes Sammy Run?*

What patterns are illustrated? Compare how each accomplishes the developmental tasks of young adulthood.

Write a paper on "A parent's influence on choice of life mate." Compare effects of those who try to control too much to those who do not seem to be concerned enough.

Analyze situations or case studies through class discussion on choice of marriage partner. Examples

IDEAS FOR EVALUATION

Discussion on effects of family change to the individual.

Comparison of poll results to other surveys.

Paragraph.

Grade paper.

CONTENT

The psychological socio-economic solutions will determine the ease of transition of the family through the launching phase.

EDUCATIONAL EXPERIENCES

can be found in *Family Development* by Evelyn Duvall.

Debate pro and con the question of parental subsidy of married children.

Synthesis

Write autobiography outlining specific factors in life history that played a direct or indirect part in choice of vocation or plans for the future.

Evaluation

Write a paper arguing for or against: "Successful transition of the family through this stage is the responsibility of the total family" or "There are more intra-family conflicts at this stage than at any other stage of the family life cycle."

IDEAS FOR EVALUATION

Grade paper.

Concept B: Importance of adjustment during the middle years.

Objective B: Appraisal of problems that occur during the middle years of the family life cycle.

Generalization: Satisfactory adjustment during this phase will result in successful accomplishment of the developmental tasks of this stage of the family life cycle.

CONTENT

The middle years of the family usually start with the departure from the home of the last child and continue until the retirement of husband or death of one spouse.

Some changes such as the gradual aging process, setting children free to live their own lives, acceptance of new family members, are disturbing to the relative calm of this phase of family cycle.

Some of the changes in the family are: Lessened demand on income, increased leisure time, and changes in daily routines which result in tightening relationships between husband and wife.

Fewer family demands enable the husband and wife

EDUCATIONAL EXPERIENCES

Knowledge

Read to identify:

1. Patterns of family organization.
2. The possibility of long length of typical middle years phase or abrupt termination by death of spouse
3. Developmental tasks of both family members—also joint tasks.

Collect cartoons exemplifying this phase.

Build bulletin board theme around activities of marriage partners during this phase.

Identification of terminology specifically related to this phase—menopause.

Have nurse discuss menopause and its meaning for the woman—family.

Identify health problems peculiar to this age.

Invite middle-aged woman to discuss problems of being mother-in-law. Follow up with problems of being daughter-in-law.

Comprehension

Interpret the developmental tasks of the husband and wife in relation to the supportive function. Discuss any that are conflicting. Discuss how these would be changed if spouse died during this stage of life.

Application

Set up ideal program for a husband and wife to follow to fulfill suggested needs in these areas:

IDEAS FOR EVALUATION

Grade participation.

Grade participation.

Grade assignment.

CONTENT

to fulfill own needs for personal satisfactions, increase participation in community affairs, unify home responsibilities, and provide for financial security for old age.

Clear and mutually satisfying relationships between husband and wife, between couple and their children's families, between couple and own brothers and sisters, and between couple and parents affect the psychological and social adjustments of this period.

Satisfactory adjustment will result in successful accomplishments of developmental tasks of this stage of family life cycle.

EDUCATIONAL EXPERIENCES

1. Personal satisfactions
2. Community activity
3. Unification of home responsibility
4. Financial security for now and later

Investigate community activities in own town. Interview chairman of volunteer activities to find out qualifications needed to be a volunteer.

Analysis

View film, "The Yellow Leaf," McGraw-Hill, from point of view of children. Discuss attitudes as shown and decide if there are other ways to handle similar situations.

Discuss case histories involving problems of relationships between:

1. Husband — wife
2. Parent — child
3. Husband/wife — aged parent
4. Husband/wife — brothers and sisters and their in-laws

Synthesis

Write a memo to self outlining ideal program for middle years of own life.

How will it differ from a middle-aged person of your acquaintance?

How can you start young to determine this?

Evaluation

Make up a check list of attitudes showing adjustment or lack of adjustment to this period. Write it in style of quiz in Sunday paper magazine.

IDEAS FOR EVALUATION

Grade participation.

Grade participation.

Grade check list.

Concept C: Problems of the aging family.

Objective C: Appraisal of the problems that occur during the aging phase of the family life cycle.

Generalization: Successful completion of the developmental tasks will result in a happy, well-adjusted life during this final stage of the family life cycle.

CONTENT

The aging family phase begins with the retirement of the man and ends with the ultimate death of both of the partners.

This phase includes the socio-economic and psychological adjustments that occur upon the death of one of the marriage partners.

EDUCATIONAL EXPERIENCES

Knowledge

List developmental tasks of the aging family.

Define: Supportive, bereavement. List various reasons for retiring. List ways of finding new means of adding purpose to life.

View film, "Steps of Age," National Association for Mental Health. Shows emotional unpreparedness of couple and later of surviving widow to meet changing life. Identify areas of unpreparedness.

List factors involved in the adjustment to the loss of a marriage partner.

IDEAS FOR EVALUATION

CONTENT

The single aged person has an independent role to play in solution of problems of this stage of the family life cycle.

The supportive role of each of the marriage partners is additionally important for this particular phase of the family life cycle.

Adjustment to retirement reflects the achievement of developmental tasks of preceding stages of life.

EDUCATIONAL EXPERIENCES

Visit a retirement home.

Comprehension

Questions for discussion:

1. When is a person aged?
2. Why do we think only of old age and the aged when we speak of retirement?
3. Why is it so hard for young adults to think seriously of this age?
4. Should people ever plan for retirement before compulsory age?
5. What are some preparations the couple should make together to make possible death of a spouse an easier adjustment?

Write a paragraph—choose from topics:

Age is a matter of viewpoint as well as years lived.

"Old" person is the same unique self with a few added years.

"Live as long as you can" is a goal in life.

Discuss the appropriateness of activities for spending time and finding meaning in life.

Discuss the responsibilities of grown children to their aged parents.

Buzz groups—Why might an older person have difficulty in adjusting to the loss of a partner?

Discuss the aging process in order to understand the gradual changes which occur in people and the evidences of these changes.

Application

Study trip to geriatrics ward of mental hospital. Have psychologist discuss senility — causes and effects.

Using characteristics of the aging person, compile a list of activities suitable and stimulating to the aging person.

Discuss why different generations would have difficulty living together.

Analysis

Write paragraph on suggestions for family relations that may help in prevention of early senility.

Analyze case studies of aging people, and list their adjustments.

Develop an activity and work schedule for class to work as helpers at the nursing home or retirement home. Share and evaluate experience.

Read material on housing for older people. Write summary of your findings in form of recommendations.

IDEAS FOR EVALUATION

CONTENT

Successful completion of the developmental tasks will result in happy, well-adjusted life during this final stage of the family life cycle.

EDUCATIONAL EXPERIENCES

Read novel dealing with older persons. Analyze the situation. Comment on the solution as followed in the novel.

Synthesis

Write a two or three page final paper showing the sequence of tasks through the final three stages of the family life cycle.

IDEAS FOR EVALUATION

Test on the entire family life cycle. Test understanding of the relationship of the developmental tasks of the cycle.

APPENDIX

References and Teaching Aids

TEXTS AND REFERENCES

* Teacher Reference

- *Anderson, Wayne J. DESIGN FOR FAMILY LIVING. Denison, 1964. \$5.95 (301.42)
- Blair, Lorraine. YOUR FINANCIAL GUIDE FOR LIVING. Prentice-Hall, 1964. \$3.95 (339.4)
- *Blitsen, Dorothy. THE WORLD OF THE FAMILY: A COMPARATIVE STUDY OF FAMILY ORGANIZATIONS IN THEIR SOCIAL AND CULTURAL SETTINGS. Random, 1963. \$4.50 (301.42)
- *Bradley, Joseph F., and R. H. Wherry. PERSONAL AND FAMILY FINANCE. Holt, 1957. \$7.50 (339.4)
- *Breckenridge, Marion, and E. Lee Vincent. CHILD DEVELOPMENT: PHYSICAL AND PSYCHOLOGICAL GROWTH THROUGH ADOLESCENCE. 5th edition. Saunders, 1965. \$7.50 (136.7)
- *Breckenridge, Marion, and Margaret N. Murphy. GROWTH AND DEVELOPMENT OF THE YOUNG CHILD. 7th edition. Saunders, 1963. \$6.75 (136.7)
- Brisbane, Holly E., and Audrey P. Riker. THE DEVELOPING CHILD. Bennett, 1965. \$6.60; \$4.95 net (136.7)
- Cavan, Ruth. THE AMERICAN FAMILY. 3rd edition. Crowell, 1963. \$6.50 (301.42)
- Christianson, Helen, and others. THE NURSERY SCHOOL. Houghton, 1961. \$5.75 (372.21)
- *Colorado Future Homemakers Association. PRESCHOOL GUIDE. The Association, 510 State Office Building, Denver, Colorado 80203. 1964. (640.7)
- Committee on Studies for the Golden Anniversary White House Conference on Children and Youth. Eli Ginzberg, editor. THE NATION'S CHILDREN. 3 volumes. Columbia University Press, 1960. \$4.50 each; 3 volumes, \$7.50 Part 1: The Family and Social Change. Part 2: Development and Education. Part 3: Problems and Prospects. (301.43)
- Craig, Hazel. THRESHOLDS TO ADULT LIVING. Bennett, 1962. \$5.76; \$4.32 net (395.1)
- Duvall, Evelyn, and Rueben L. Hill. BEING MARRIED. Association Press, 1960. \$4.95 (301.42)
- Duvall, Evelyn. FAMILY DEVELOPMENT. Lippincott, 1957. \$8.75; text edition, \$6.95 (301.42)
- Duvall, Evelyn. FAMILY LIVING. Macmillan, 1961. \$4.72 (301.42)
- Duvall, Evelyn, and Reuben L. Hill. WHEN YOU MARRY. Revised edition. Association Press, 1962. \$5.25 (301.42)
- *Farina, Albert, and others. GROWTH THROUGH PLAY. Prentice-Hall, 1959. \$6.95 (796.1)
- Fitzsimmons, Cleo, and Nell White. MANAGEMENT FOR YOU. Lippincott, 1964. \$5.60 (640)
- Gardner, D. Bruce. DEVELOPMENT IN EARLY CHILDHOOD. Harper, 1964. \$5.75 (136.7)
- Glover, Leland E. HOW TO MARRY SOMEONE YOU CAN LIVE WITH ALL YOUR LIFE. Prentice-Hall, 1963. \$3.95 (301.42)
- Gottlieb, David, and Charles Ramsey. THE AMERICAN ADOLESCENT. Dorsey, 1964. \$9.00; text edition, \$6.75 (301.43)
- *Grams, Armin. CHILDREN AND THEIR PARENTS. Denison, 1963. \$4.50 (301.42)
- *Gross, Irma H., and Elizabeth W. Crandall. MANAGEMENT FOR MODERN FAMILIES. 2nd edition. Appleton, 1963. \$6.50 (647)
- Hawkes, Glen R., and Damris Pease. BEHAVIOR AND DEVELOPMENT FROM 5 TO 12. Harper, 1962. \$5.75 (136.7)
- *Hoffman, Lois, and F. Ivan Nye. THE EMPLOYED MOTHER IN AMERICA. Rand McNally, 1963. \$7.00 (331.4)
- *Hurlock, Elizabeth. CHILD GROWTH AND DEVELOPMENT. 2nd edition. McGraw-Hill, 1956. \$7.00; text edition, \$5.20 (649)
- *Jersild, Arthur. CHILD PSYCHOLOGY. 5th edition. Prentice-Hall, 1960. \$11.00; text edition, \$8.75 (136.7)
- Johnson, June. HOME PLAY FOR THE PRESCHOOL CHILD. Harper, 1957. \$3.50; text edition, \$2.75 (649)
- Kawin, Ethel. PARENTHOOD IN A FREE NATION. Volume 1: Basic Concepts for Parents. Macmillan, 1963. \$2.00 (301.42)
- *Kephart, William M. THE FAMILY, SOCIETY AND THE INDIVIDUAL. 2nd edition. Houghton, 1966. \$8.25; teacher's manual, \$1.10 (301.42)
- *Kirkpatrick, Clifford. THE FAMILY: AS PROCESS AND INSTITUTION. 2nd edition. Ronald, 1963. \$7.50 (301.42)
- Landis, Judson T., and Mary G. BUILDING A SUCCESSFUL MARRIAGE. 4th edition. Prentice-Hall, 1963. \$11.95; text edition, \$8.95 (301.42)
- Landis, Judson T., and Mary G. BUILDING YOUR LIFE. 3rd edition. Prentice-Hall, 1964. \$5.56 (301.43)
- Langford, Louise. GUIDANCE OF THE YOUNG CHILD. Wiley, 1960. \$6.50 (136.7)

- *Lowenfeld, Viktor. **YOUR CHILD AND HIS ART**. Macmillan, 1957. \$5.95 (707)
- Lowndes, Marion. **A MANUAL FOR BABY SITTING**. Revised edition. Little, 1961. \$3.50 (649)
- *Mussen, Paul H., and others. **CHILD DEVELOPMENT AND PERSONALITY**. 2nd edition. Harper, 1963. \$8.25 (136.7)
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- *Peterson, James A. **EDUCATION FOR MARRIAGE**. 2nd edition. Scribner, 1964. \$6.95 (301.42)
- *President's Commission on the Status of Women. Margaret Mead and F. B. Kaplan, editors. **AMERICAN WOMEN**. Scribner, 1965. \$6.95; paper, \$2.95 (301.41)
- Raines, Margaret. **MANAGING LIVINGTIME**. Bennett, 1964. \$5.60; \$4.20 net (647)
- Read, Katherine. **THE NURSERY SCHOOL**. 4th edition. Saunders, 1966. \$5.25 (372.24)
- Rhodes, Kathleen, and Merna Samples. **YOUR LIFE IN THE FAMILY**. Revised edition. Lippincott, 1964. \$5.80 (301.42)
- Rodman, Hyman, editor. **MARRIAGE, FAMILY AND SOCIETY: A READER**. Random, 1965. Paper, \$1.95 (301.42)
- Shuey, Rebekah, and others. **LEARNING ABOUT CHILDREN**. Revised edition. Lippincott, 1964. \$5.40 (649)
- Spock, Benjamin. **BABY AND CHILD CARE**. Revised edition. Pocket Books, n.d. Paper, 50¢ (649)
- *Summerville, Rose. **FAMILY INSIGHTS THROUGH THE SHORT STORY**. Teachers Press, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027. 1964. Paper, \$1.75
- Wallace, Inez, and Bernice McCullar. **BUILDING YOUR HOME LIFE**. Revised edition. Lippincott, 1966. \$5.80 (640)
- *Winch, Robert. **THE MODERN FAMILY**. Revised edition. Holt, 1963. \$8.95 (301.42)
- *Winch, Robert, and others. **SELECTED STUDIES IN MARRIAGE AND THE FAMILY**. Revised edition. Holt, 1962. \$7.50 (301.42)
- *Wood, Mildred W. **OBSERVATION OF CHILDREN IN A HOME ECONOMICS PROGRAM**. Arizona Future Homemakers Association, 400 Building, Phoenix, Arizona. (640.7)

AUDIO-VISUAL SOURCES

Agricultural Extension Service, Audio-Visual Catalog, Institute of Agriculture, University of Minnesota, St. Paul, Minnesota 55101

Directing Your Dollars — 62 slides
Your World and Money — filmstrip

American Home Economics Association, 1600 20th Street N.W., Washington, D.C. 20009

List of Films on Family Relations and Child Development — 50¢

Association Films, Inc., 347 Madison Avenue, New York, New York 10017

For Some Must Watch — 28 min.
Life Insurance, What It Means, How It Works — 14 min.
Measure of a Man — 27½ min.
Suffer Little Children — 13½ min. (adoption)

Audio-Visual Extension Service, Educational Motion Pictures Catalog, University of Minnesota, 2037 University Avenue S.E., Minneapolis, Minnesota 55455

Brotherhood of Man — 10 min.
Choosing for Happiness — 14 min.
Families First — 17 min.
The Family — 18 min.
Family Circles — 31 min.
Have I Told You Lately That I Love You — 16 min.
He Acts His Age — 13 min.
Heredity and Prenatal Development — 23 min.
Man and His Culture — 15 min.
Marriage Is a Partnership — 15 min.
Marriage Today — 22 min.
Most for Your Money — 14 min.
One Love — Conflicting Faiths — 27 min.
Preface to Life — 29 min.
Roots of Happiness — 25 min.
Social Development — 16 min.
Worth Waiting For — 28 min.

Audio-Visual Extension Service, Tape Laboratory Bulletin, University of Minnesota, 2037 University Avenue S.E., Minneapolis, Minnesota 55455

Developing Moral and Spiritual Values
Emotional Stability
The Father's Role in the Family
Heredity and Environment
Problems of Adolescence

Canadian Film Institute, 1762 Carling Avenue, Ottawa 13, Ontario, Canada

Coronet Films, Coronet Building, Chicago, Illinois 60601

Department of Child Development and Family Relationship, Cornell University, Ithaca, New York 14850
A Handbook on the Selection and Use of Family Life Films

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois 60091

Eye Gate House, Inc., Filmstrip Catalog, 146-01 Archer Avenue, Jamaica, New York 11435
Fundamentals of Thinking — \$30.00 for a series of 9

H. J. Heinz Co., Box 57, Pittsburgh, Pennsylvania 15230

McGraw-Hill Book Co., Text-Film Department, 330 West 42nd Street, New York, New York 10036

Mental Retardation Division, Public Health Service, Department of Health, Education, and Welfare, Washington, D. C. 20201

Handle with Care (film on mental retardation)

Minnesota Association for Mental Health, 807 13th Avenue South, Minneapolis, Minnesota 55404

Minnesota Department of Health, Catalog of Health and Safety Films, State Board of Health Building, University of Minnesota, Minneapolis, Minnesota 55440

Alcohol and the Human Body — 15 min.

Early Marriage — 25 min.

Heredity and Environment — 10 min.

Human Heredity — 18 min.

The Innocent Party — 17 min.

Marriage Is a Partnership — 15 min.

Search for Serenity — 20 min.

Toward Emotional Maturity — 11 min.

Understanding Your Emotions — 13½ min.

Worth Waiting For — 28 min.

You and Your Parents — 13½ min.

Minnesota Department of Public Welfare, Film Library, Centennial Building, St. Paul, Minnesota 55101
Selling One Guy Named Larry (film on mental retardation)

Modern Talking Picture Service, 3 East 54th Street, New York, New York 10022

Every Seventh Family — 26 min. (credit)

Harvey Dilemma — 20 min. (savings and home loan financing)

Til Debt Do Us Part — 14 min.

Yours to Keep — 27 min. (money management)

Film Guide: Pocket Guide to Free Films

National Association for Mental Health, 10 Columbus Circle, New York, New York 10019

National Association for Mental Health, Catalog of Selected Films, 614 Davis Street, Evanston, Illinois 60201

National Film Board of Canada, International Building, 680 5th Avenue, New York, New York 10019

New York State Department of Commerce, Film Library, 28 Howard Street, Albany, New York 12207

Protestant Center, Religious Film Library, 122 West Franklin, Minneapolis, Minnesota 55404

Should I Marry Outside My Faith? — 30 min.

Film Guide: Audio-Visual Resource Guide

Social Security Administration, 175 Aurora Avenue, St. Paul, Minnesota 55103

Promotion Department, WCCO Television, Minneapolis, Minnesota 55402

Unwed Mothers

Young America Films (McGraw-Hill Book Co.), 330 West 42nd Street, New York, New York 10036

Home Management: Why Budget — 10 min.

ADDITIONAL RESOURCES FOR FAMILY RELATIONSHIPS AND CHILD DEVELOPMENT

* Request Publication List

American Bankers Association
Savings and Mortgage Division
12 East 36th Street
New York, New York 10016

Personal Money Management — 50¢ (teachers may usually secure a free copy)

The American Institute of Family Relations
5287 Sunset Boulevard
Los Angeles, California 90027
*Publications List

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

*AMA Health Information Material — Catalog

*Order blank for new series of sex education publications

American Social Health Association
1790 Broadway
New York, New York 10019

Family Life and Family Life Education: Selected and Annotated Readings (free)

Family Life Education — An Opportunity for Psychological Instruction — 20¢

Family Life Education Contributes to the Preparation of Teachers — 20¢

Family Life Education in the Communications Field — 20¢

The Guidance Worker and Family Life Education — 20¢
Guides for Strengthening Family Life (free list of guides available)

Sex Role and Identity in Adolescence — 10¢

The Social Scientists' Stake in Teaching Marriage and Family Relations — 20¢

Teaching Family Life Education — \$1.00

To Those Who Teach — An Invitation and a Challenge (free)

The American Toy Institute
200 5th Avenue
New York, New York 10010

List of publications which includes:

Children Need Toys

How to Choose Toys

How to Choose Toys for Convalescent Children

Make Room for Toys

Toys and the Hospital Nurse

Association for Childhood Education International
3615 Wisconsin Avenue N.W.
Washington, D.C. 20016

Art for Children's Growing

Creating Materials for Work and Play

Creative Dramatics — Ages 7-12

Music for Children's Living

Nursery School Portfolio

Plays — Children's Business

*Publications and Membership Information

*Selected Bibliography for Parents

Changing Times

The Kiplinger Magazine

1729 H. Street N.W.

Washington, D.C. 20006

Changing Times — Magazine subscriptions at \$6.00 per year

Child Study Association of America, Inc.
9 East 89th Street

New York, New York 10028

*Publications to help parents

Child Welfare League of America, Inc.
44 East 23rd Street

New York, New York 10010

Child Welfare League of America Standards

Meeting the Needs of America's Children

*Publications List

Childcraft Equipment Co., Inc.
155 East 23rd Street

New York, New York 10010

*Catalog on Toys That Teach

Christian Children's Fund
China Building

Richmond, Virginia 23204

Wood and Clarke. Children's Games Around the World.
1963. \$1.00

Commercial Credit Co.
Educational Division

Baltimore, Maryland 21202

Using Installment Credit

Creative Playthings, Inc.

Princeton, New Jersey 08540

*Catalog on Environments for Child Growth

Department of Health, Education, and Welfare
Children's Bureau

Superintendent of Documents

Washington, D.C. 20402

Department of Public Welfare

Centennial Building

St. Paul, Minnesota 55101

Minnesota Directory of Day Care Programs

Minnesota's Mental Health Program in Perspective

A World of the Right Size (teaching tool on the subject of retarded children)

*Department of Sociology

University of Oregon

Eugene, Oregon 97403

Family Life Coordinator — Periodical subscriptions at \$3.00 per year (contains research data)

*Educational Division

Institute of Life Insurance

277 Park Avenue

New York, New York 10017

Catalog of Teaching Aids (free)

A Date with Your Future (free)

Handbook of Life Insurance (free)

Moderns Make Money Behave (free in classroom quantities)

Tips for Teaching Health Insurance and Life Insurance Topics — Periodical for teachers (request to be on mailing list)

Filmstrips:

The Dollar Series — Set of 3 on loan or for \$3.00 each (teen-age money management problems)

Marriage and Money — \$3.00 or loan

Epilepsy Foundation
1729 F Street N.W.
Washington, D.C. 20006

Family Service Association of America
215 4th Avenue
New York, New York 10003

Frankiel, Rita V. A Review of Research on Parent Influences on Child Personality. 1959. 65¢

Gerber Products Co.
Fremont, Michigan 49412

Foods for Baby
How Does Your Baby Grow
Infant Nutrition
Sitting Safely

The Guidance Center
81 Center Avenue
New Rochelle, New York 10801

Three Plays Dealing with Children at Different Stages of Growth—50¢

Health Insurance Institute
499 Madison Avenue
New York, New York 10022
A B C's of Health Insurance

Human Relations Aids
104 East 25th Street
New York, New York 10010
*HRA Packet

Insurance Information Institute
110 William Street
New York, New York 10038

A Family Guide to Property and Liability Insurance
Filmstrips:
Automobile Insurance
Patterns for Protection (home insurance)

Internal Revenue Service
United States Treasury Department
Washington, D.C. 20225

Federal Income Tax — Student Handbook No. 21 (free)
Federal Income Tax — Student Handbook No. 27 (free)

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Minneapolis, Minnesota 55440

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Prudential Plaza
Chicago, Illinois 60601

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*Publications and other materials

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New York, New York 10017

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*National Committee for Education in Family Finance
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Washington, D.C. 20036

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***National Council on Family Life**
1219 University Avenue S.E.
Minneapolis, Minnesota 55414

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Journal of Marriage and the Family — Periodical sub-
scriptions at \$10.00 per year

National Institute of Neurological Diseases and Blindness
National Institute of Health
Bethesda, Maryland 20014

National Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
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Johnson, Wendell. **Toward Understanding Stuttering.**
1959. 25¢

Spock, Benjamin. **On Being a Parent of a Handicapped
Child.**

Publications Catalog

New York Stock Exchange
11 Wall Street
New York, New York 10005

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489 5th Avenue
New York, New York 10017

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Washington, D.C. 20402

*Children's Bureau Publications Catalog (free)

Mead, Margaret. **A Creative Life for Your Children.**
1963. 35¢

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United States Savings and Loan League
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